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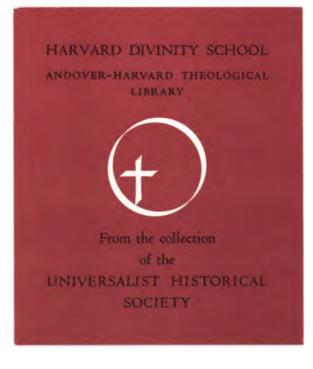
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SABBATH BELL,

THE

A COLLECTION OF MUSIC

FOR CHOIRS, MUSICAL ASSOCIATIONS, SINGING-SCHOOLS,

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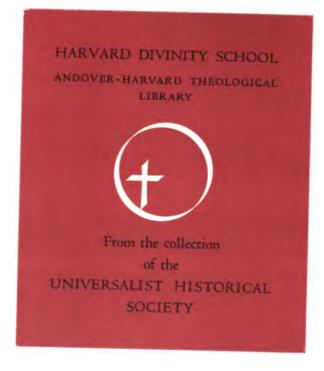
PART I.—SINGING-SCHOOI MUSIC. . PART II.—CHURCH MUSIC. PART III.—GCCASIONAL AND CONCERT MUSIC.

BY GEORGE F. ROOT.

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PART FIRST.

SINGING SCHOOL MUSIC.

INCLUDING SOME DIRECTIONS IN VOCAL TRAINING-THE ELEMENTS OF MUSIC---PROGRESSIVE LESSONS IN THE FORM OF SONGS, PART SONGS, AND GLEES, MAJOR, MINOR, AND GHROMATIC; TOGETHER WITH SOME EXERCISES FOR PRACTICE IN VOCAL TRAINING.

VOCAL TRAINING.

Among those things which demand the early attention of persons learning to sing, are the following, viz :- Position, Inhalation and Exhalation of the Briath, Breathing places in words. Resonance and Delivery of Tone, Pronunciation and Enunciation, Different Qualities of Tone, Phrasing and Accentuation, and all those things which come under the bead of style in performance.

Proper attention to these matters will enable the singer who has feeling to express it tastefully and effectively, and tasteful and effective should all singing be, from the first simplest lesson.

It should be remembered that this may be, without the ability to read music, or the knowledge of a single musical character; consequently, to suppose that one must learn to read music before attending to vocal training or sultivation of the voice, is an error, the evil effects of which are seen throughout the land, in teachers and singers, who seem to think that vocal music consists only in singing in time and tune. Nearly all that relates to vocal training belongs properly to the singing school, and should form part of all elementary practice. It is proposed, therefore, in the following pages, to describe as well as may be, a system in which this course is taken, believing that the skillful teacher who adopts it, will find it both advantageous and popular.

It is not expected that the Teacher will think best in every instance to follow exactly the course here proposed; or to sing the lessons just in the order here given. The age and attainments of Pupils, the time to be devoted to the subject, and many other circumstances, will undoubtedly make modification necessary. It is, however, confidently believed that in connection with such exercises as the teacher may write for illustration material enough will here be found for the pleasant and successful work of all ordinary singing classes.

OF POSITION.

Let the singer sit or stand erect, with the shoulders back, the head neither too much back or forward, neither ou one side or the other, and let good habits be so formed in this, and all other things connected with the subject, that the singer may do right without being obliged to keep up a constant effort of the mind, thus dividing his attention, and weakening his power for musical expression.

OF BREATHING. >

The lungs should be well filled at every inspiration. The chest should sink in as little as possible while singing, and the shoulders should not change their position.

The breathing should be by the action of the abdominal muscles upon the diaphragm; the sensation is that of drawing in at the waist.

Use as little breath as possible. The less breath the purer the tone. The pupils may sing the tone a_{-}



sustaining the sound while the teacher counts, first four, then eight, then sixteen

It is not well to exhaust the lungs by trying to sustain the tone too long. Judicious practice will give them the necessary capacity, without any great effort in this way.

After continuing this exercise as long as the teacher thinks best, it would be a good plan to sing some familiar tune, for the purpose of calling attention to the right places for taking the breath in singing words. If, for example, the following words be taken-

> "While shepherds watched their flocks by night, All seated on the ground, The angel of the Lord came down,

And glory shone around."

The correct breathing places would be found (aside from those where marks of punctuation occur), and the principle clearly brought out by requesting the pupils first to take breath between the syllables of the words "shepherds," "seated," "angel," and "glory." All would feel that taking the breath between the syllables of a word is wrong, and thus one rule would be deduced. Then the pupils might be asked to take breath after the words " their" and " by" in the first line, and after " the" in the second. etc. It would thus be seen in addition that the breath must not be taken after words which are not emphatic, and which are in close connection with other words. If then the breath be taken where there is a mark of punctuation, or, if that makes the phrases too long, after emphatie words, that will be found to be agreeable, and the rule for correct breathing will be understood. Sometimes the breath must be taken where there is no really good place-then, of course, it only remains to choose the least objectionable. It will be well to let pass now whatever may be wrong in tone, vowel, or intonation, as "one thing at a time" should be the motto as far as possible. It will, however, be a good plan to call attention soon to the subject of "taking the tone." This should be done in a nest, distinct manner, without aliding, and with a sudden opening of the throat, or, as Garcia says, "shock of the glottis."

The teacher will find it necessary to remind the pupils often of position, filling the lungs, and breathing, until right habits are fairly formed. When incorrectness in any of these things gives offence to the pupils, they may be trusted to go alone, but not before.

The teacher may introduce at any point he pleases after this, the scale, quarter notes, staff and clefs, after which the pupils can commence singing the lessons, keeping in mind and putting into practice what has been learned in vocal training.

OF RESONANCE, AND DELIVERY OF TONE.

There is a position of the mouth and throat, for each vowel sound, and for each pitch of the voice, where the tone will be the most agreeable, and nearest right, and where will come into the voice the ringing, vibrating quality, called resonance. It will be found that with the mouth and throat too close, the tone will be thin, harsh, and guttural; and that with the mouth and throat too gnuch distended, the tone will be hollow, clumsy, and ineffective; or, with the mouth and throat opened properly, and the tongue too high or too far back, or the lips too near together, that the tone will be thick and close, or throaty. In some cases the chin should be more forward, and in some cases, less, or sometimes possibly a little drawn back. In the right position there is a little puffing out under the chin and just above the larynx. Let the mouth be opened easily and naturally, and all grimace and distortion avoided.

If the tone does not come out well, or is not properly delivered, it will probably be referable to some of the things before mentioned, and that the teacher must devide.

In large classes it is difficult to detect faults in these things, as each pupil will have some difficulty peculiar to himself, it is therefore desirable that the pupils should sing in sections, and sometimes individually. The success of this, will, however, depend much upon the skill and adroitness of the teacher, in managing so as not to cause embarrassment, or give offence.

Let the pupil sing to a, as before, to the vowel ak,

the teacher first giving an example of the resonant, well-delivered tone, first altogether, then in sections larger or smaller, and, if practicable, individually, (this cannot be done if the class is large,) after which the scale ascending and descending, thus---



not forgetting Position, Breathing, etc. It is sometimes a good plan for the teacher to give, and pupils to imitate examples of various kinds of faulty tones, that the difference may be well understood, that all may "fice from that which is wrong and isy hold upon that which is right." The pupils may here practice other vowel sounds with reference to resonance and delivery of tone, or defer the same until the subject of Pronunciation

and Enunciation is brought in, as the teacher thinks best. It will be observed that as one after another, new topics are introduced, they are to be incorporated into the habit and practice of the singer.

To accomplish this, the teacher must devise means to keep the pupils interested in each topic separately, until it is well understood and fairly fixed. This will not be done at one lesson but must be brought up and repeated many times.

OF PRONUNCIATION AND ENUNCIATION.

It will be sufficient for our purpose to divide the sounds of our language into two classes, viz : vowel elements, and consonant elements, the first belonging to Pronunciation, and the second to Enunciation, and it may be said that the emission of each element in speaking or singing belongs to Articulation.

Let the teacher give an example of the vowel sound ak, purely and exactly, the pupils imitating, singing all together and in sections, as before, first a single tone, then the scale, a lesson, or tune, as the teacher chooses, the teacher correcting faults as he observes them.

It will be noticed that no attempt is here made to instruct the teacher in the details of his work, as it is believed that no teacher can be successful who has not his own way of teaching. It has been, however, sometimes interesting and profitable in giving out these lessons in vocal training, to give faulty examples first, calling upon the pupils to correct them, as for example in the matter of tone, the teacher might say to the class "Listen," and then sing a thin, guttural sound. "Right or wrong !" The answer is "wrong." "In what respect is it wrong !" "Too close," "harsh," "unpleasant," or some other description is given. Then sing a too open tone, questioning in a similar manner. Then a nasal tone, perhaps, and at last a correct one, asking questions after such, that the pupils may make the discovery with regard to the right tone themselves.

A similar course with reference to the vowel elements, as they are introduced, may sometimes be useful.

The vowel Oh may next be practiced, and then Oh and Ah together, thus-



avending and descending. Then a as in fate, first alone, then with the others, as-



Then c as in eve-



Let there be no break in the tone when practicing the vowels in this way, but keep them closely joined in one continuous sound.

These are the principal vowel elements, and should be practiced daily in various combinations and ways, always being careful that they are pure and well defined. Then may be added to them the vowel elements in coze, in err, in end, in in, in air, in up, and in all.

These should be practiced first separately, then together, thus-



and in various other combinations up and down the scale. Compound vowel sounds or diphthongs will be but the union of two of these simple elements, and may be more or less practiced as is thought best.

In practicing the consonant elements, it may be well to take them in the order of their difficulty of enunciation, beginning with the easiest. Each of these elements should be practiced separately, the teacher giving the example, and the pupils repeating the same four, six or eight times, as may be directed. Observe it is not the name of the letter which is to be given, but the sound which the letter represents. These elements are as follows—the sound which L represents, or the first element in Ia. It would bring the matter elearly before the pupils, to ask how many elements La has; what is the first ! what the second ! what represents or stands for the first element, and what for the second ! They will thus be led to see that the sound is one thing, and the sign of the sound another. Next in order comes the sound of which M is the sign or the first element in M_i ; then the first element in N_0 , represented by N; then the first in Vis—observe the last element in Vis is represented by two characters—a common but an unphilosophical and unfortunate fast with regard to our language.

SINGING SCHOOL MUSIC.

Next may be practiced the last element in Sing, represented by ng, then the first in Go, the first in *Though*, represented by th, and here notice that the two simple elements of which this word is composed are represented, the first by tso characters, and the second by *four*. Could each sound of our language have a single character to represent it, one of the greatest obstacles to its acquirement would be removed.

The first element in Do and the first in Bos require a good deal of practice, and to many the first element in Re is difficult of enunciation; this is sometimes described as the hard sound of R. The following elements need hardly be practiced separately, as they are not difficult to produce, and only require to be regulated by good taste. The first element in Zone, the first in Si, the first in Shos, the first in Fa, the first in He, the first element in Zone, the first in Si, the first in Shos, the first in Fa. The first element in each of the following words, viz : Pin, Ten, and Come, cannot well be practiced separately. They should, however, receive attention in their proper connection. The following combinations are among the most difficult, and are excellent practice for the articulating organs.

Beginnings of syllables—Bi, dl el, fi, gl, pl, sl, spl, br, er, fr, gr, pr; spr, tr, dr, str, ahr sm, sn, sp, and st. Ends of syllables—Ld, lf, lk, lm, lp, ls, lt, lve, m'd, ms, n'd, ns, nk, nt, rb, rd, rk, rm, rn, rs, rt, rb'd, rk'd, rm'd, rn'd, ra'd, rv'd, ks, kt, fd, pt, p'd, p'n, k'n, v'n, lst, nst, rst, dst, rdst, rmdst, rndst, fle, ple, dle, rl, pl'd, bl'd, sl'd, ngs, ngst and gn'd. The pupils are now prepared to analyze the words they sing, and to understand which elements require more practice in order to a distinct and elegant articulation. In Leason No. 1, questions might be asked as follows :—What is the first word of this Lesson? Ass. Sing. Of how many elements is it composed? Ass. Three. What is the first it the second i the third ! Questions might be asked of the signs of these elements, or not, as the teacher thinks best.

A little time at each lesson, given to the practice of the more difficult of these vowel and consonant elements, would be well employed.

OF DIFFERENT QUALITIES OF TONE.

It is clear that as there are different feelings and emotions to be expressed by music, so there should be different qualities of tone for their expression. The emotions of joy, sorrow, reverence, fear, sto., should have their appropriate qualities of tone or others cannot be made to feel their power, whatever the words may be which give them form. Many singers make use of nearly the same quality of tone, varying it only dynamically for the expression of all they have to sing, and this is a reason why so much vocal music is unmeaning and ineffective. Description can do nothing here, the pupil must feel, or imagine the feeling, each for himself; and the teacher must be able, by instruction and example, to show the quality of tone suitable for its expression. The singer should be so filled with the emotion he desires to express that it will, so to speak, impregnate and characterize his tone. We can not teach expression, properly speaking, we can only help our pupils to acquire forms and means for expression, and to do this, as far as tone is concerned, the pupils should be accustomed to practice, with and without words, the different qualities alluded to, in single tones, melodies, or in whatever form the teacher chooses. In this, as in almost everything connected with vocal training, "it is but a step from the sublime to the ridiculous." It is easy to overdo and caricature this whole matter of expression; indeed, it would seem sometimes that this is done as a kind of substitute, when the singer does not possess true sentiment and feeling. It is, however, as easy to detect the counterfeit as it is impossible to mistake the ring of the true metal.

OF PHRASING, AND ACCENTUATION.

It may, perhaps, be proper to say that music has a meaning separate from words, and that in order to its development, stops or pauses are necessary, analogous to those which are observed in good reading.

As in reading, the meaning is changed and sometimes destroyed by stopping in the wrong place,^{*} so in music is the sense and beauty injured or destroyed by the same means.

Take, for example, the following strain :



Try taking the breath or stopping after every measure, or after every other measure, and at other places. It will be found that the music has more sense, and is most agreeable when the breath is taken or the stops made where the commas are placed; the little divisions so formed are called phrases. Musical phrases, like phrases in language, are longer or aborter; in the following example some of these seem like mere ejaculation—



The following line is an illustration of this. "A man having gone to sea, his wife desires the prayers of the congregation;" by making the stop after wife, instead of sea, the meaning, in reading, is entirely changed.

VOCAL TRAINING.

Here there is no difficulty in deciding about the phrasing, the rests settle that. Some times, however, there is more than one way of phrasing or dividing the music, and the great thing in this connection is, so to comprehend the music, as first to know where the phrases are, and second, where there is more than one way of phrasing, to decide which is best. In music with words, the phrasing is to be regulated generally by the words, but sometimes the musical meaning is more important and the words must give way. In fact, the ordinary reading of the words, especially with reference to emphasis and panse, is often properly set aside or changed for purposes of musical effect, and still oftener should a compromise be made; especially is this the case when several verses are to be sung to the same music. It will be a good plan in the following lessons to sing sometimes without the words, with reference to the musical meaning, and the proper phrasing. Scales and many vocalising exercises have no particular musical meaning or interest, and are phrased arbitrarily. They are like words put together without reference to ideas, merely for purposes of practice.

Accent in music is analogous to emphasis in language, and is closely connected with the subject of phrasing, since phrases depend much upon accent for their proper development. The regular accent of measure is the lowest form of expression, while the accent required for phrasing and emphasis in words is among the higher and more important.

OF STYLE IN PERFORMANCE.

A practical knowledge of the foregoing subjects is necessary to a good style in singing, and in addition the singer must have flexibility of voice, must sing in time and in tune, must have at command the dynamic forms for expression; and, more than all, must have within that spark of living fire, which will alone give warmth and life to the whole.

So far as style in singing is acquired, it is so by imitation, and it is eminently true in this respect, that, as is the teacher, so will be the scholar, and those who have musical influence, whether as choristers, teachers or concert singers have much to answer for, not only in the various bad styles of performance which prevail, but in the objectionable styles of music so extensively introduced. It is fully believed that this is in most cases the result of want of knowledge or thought on these subjects, and that a large proportion of choristers and teachers will walk in "a more excellent way" when they have found it. Finally, it is impossible to learn to sing by description, or by any thing the eye can see. The system here presented can, therefore, only be wholly successful in the hands of a teacher competent to develop it in all its parts.

ELEMENTS OF MUSIC.

CHAPTER I.

INTRODUCTORY.

§ 1. There are three departments in the elements of music, as follows :

- 1. RETENDOS, treating of the length of tones.
- 2. MELODICS, treating of the pitch of tones.
- 8. DYNAMICS, treating of the power of tones.

CHAPTER II.

RHYTHMICS.

§ 9. The relative length of tones is ascertained by a supposed division of time as it passes, into equal portions; these portions of time are called MEASURES, or PARTS of MEASURES.

§ 3. Measures and parts of measures may be indicated, 1st, to the ear, by equally counting or telling over the parts, as one, two; one, two, dc.; and, 2d, to the eye, by motions of the hand called BEATS, or BEATING TIME.

§ 4. A measure with two parts, having an accent on the first part, is called Douman MEASURE, as one, two, one, two, &c.

§ 5. A measure with three parts, having an accent on the first part, is called TRIFLE MEASURE; as one, two, three; one, two, three, &c.

§ 6. A measure with four parts, having an accent on the first and third parts, is called QUADRUFLE MRASURE; as one, two, three, four dc.

§ 7. A measure with six parts, seconted on the first and fourth parts, is called Sxx-TUPLE MEASURE.

§ S. Measures are represented to the eye by interspaces between vertical lines; the dividing lines are called BARS.

§ 9. The relative length of tones is represented by characters called Norms.

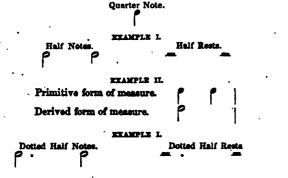
§ 10. Silence is indicated by characters called RESTS.

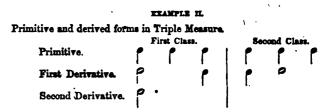
§ 11. There are several kinds of notes and rests in common use, as follows :---Whole note (Semibreve), Half note (Minim), Quarter note (Crotehet), Kighth note (Quaver), Surteenth note (Semiquaver), and thirty-second (Demisemiquaver).

§ 12. By the addition of a dot, a note is made to represent a tone one-half longer than it does otherwise; thus, a *dotted whole* is equal to *three halves*, a *dotted half* is equal to *three quarters*, &a.

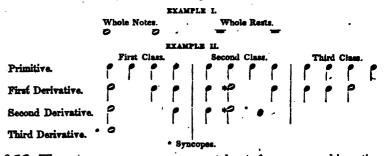
§ 13. The Quarter may be at first most conveniently taken as a standard of measurement, and from it the various lengths or forms of measure may be obtained; first, by the union of parts of measure, thus obtaining halves and wholes; and second, by a division of the parts of measure, thus obtaining eighths and sixteenths.

§ 14. Illustrations of the various forms of measure obtained by the union of parts of measure.





§ 15. Figures are used to designate the kind of measure ; thus, the figure 2 denotes Double Measure, and the figure 3 denotes Triple Measure, &c.



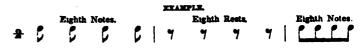
§ 16. When a tone commences on an *unaccented* part of a measure, and is continued on an *accented* part of a measure, it is called a SYNCOPE, or SYNCOPATED TONE, and the note representing it is called a SYNCOPATED NOTE. The syncopated tone should receive a strong accent.

DIVIDED PARTS OF A MEASURE.

§ 17. The parts of a measure may be divided so that two tones shall occur on one part, and the measure is then said to be in COMPOUND FORM. The form of measure heretofore explained may be called SIMPLE FORM.

§ 18. Compound form of measure may be either primitive or derived.

§ 19. Notes representing these shorter tones, as in compound primitive form of measure, are called Eigeness or QUAVERS.



Norz.—The principle of derivation and classification already explained, may be carried out in compound form of measure, if the teacher thinks it best. If it be thoroughly and practically understool, it affords a certain standard or principle by which the musical performer may be carried through the most difficult rhythmic combinations with certainty. The principle is simply this. The principle of a measure, or the primitive part of a measure, is always to be taken as the standard of measurement. This can not fail to solve any rhythmic problem that may occur. The common mode of beating to indicate the measurement of sounds, is quite uncertain. Hence, a good conductor of an orchestra is frequently observed to indicate with his solve the primitive form of the measure, and this although he may know nothing of this principle of elemsification. This fact shows that the principle is a natural one, and one that fails not to accomplish its end. Whether the terms here used be adopted or not, the principle should be understood, the thing itself must be practically known, or there can be no certainty of correct time.

TRIPLETS.

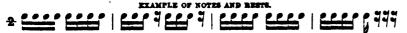
§ 20. A part of a measure may be so divided as to be occupied by three tones. Such divisions or parts of measures are called Triplets. The notes representing Triplets are usually marked by the figure 3.



COMPLEX FORMS OF MEASURE, AND THEIR CORRESPONDING NOTES AND BESTS.

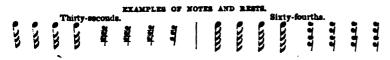
§ 21. A part of a measure may be occupied by four tones; such tones are represented by notes called SIXTEENTES OF SENIQUAVERS.

§ 92. When four tones occur in a single part of a measure, the measure is said to be in COMPLEX FORM.



Norz-A further explanation of Rhythmic Classification may be obtained from "The Boston Academy's Manual of Instruction."

§ 23. A still further division of parts of measure may be made so as to introduce THEATY-SECONDS and SIXTY-FOURTHS.



VARIETIES OF MEASURE.

§ 94. Either of the different kinds of notes may be taken to represent the primitive form of measure, simple or compound. Thus, the primitive form in any kind of measure may be represented, by Whole Notes, Halves, Quarters, Eighths, or Sixteenths.

§ 25. The different representations or signs of measure arising from the use of the different notes as primitive forms, are called VARISTIES OF MEASURE.

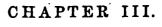
Note.-Varieties of measure merely furnish different signs for the same thing. To the ear they are all the same, to the eye only do they differ; the movement or degree of quickness depending not in the least on the kind of notes, which represent no positive, but only a relative length of sound. The different varieties are unimportant, but are in common use.

§ 26. There may be as many varieties in all the different kinds of measure, as there are kinds of notes.

§ 97. As figures are used to distinguish the kinds of measure, so also they are used to distinguish the varieties of measure. When used for both purposes, the two figures are written as in the representation of fractions, the number of parts on which the kind of measure depends being indicated by the numerator; and the kind of note used on each part on which the variety of measure depends being indicated by the denominator.

EXAMPLE OF DIFFERENT VARIETIES OF REASURE.											
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§ 28. The primitive and derived forms of Sextuple measure are the same as would be in an union of two Triple measures.



MELODICS.

§29. Musical sounds (tones), when considered with respect to relative pitch, are arranged in a certain series, called the SCALE.

§ 30. The Scale consists of eight tones; these are named from the names of numbers; ONE, TWO, THERE, FOUR, FIVE, SIX, SEVEN, SIGHT.

§ 31.. In the earlier singing exercises, the following syllables are used in connection with the tones of the scale :---

Do, Re, Mi, Fa, Sol, La, Si, Do.

Norz.—The syllables are mostly designed for those who are musically weak, or who are yet in their pupilage; they should not be continued too long, nor relied upon too exclusively. The pupils should be cautioned against regarding them as names for the tones, and the teacher should be careful never to use them as such. The vowel, or vocal sound, best adapted to singing exercises, or to training the voice, is that of at, being the same as is heard in the first syllable of the word father.

§ 39. The absolute pitch of tones is indicated by letters, as : (A, B, C, D, E, F, G.)

(C, D, E, F, G, A, B, C.

§ 34. The relative pitch of tones is represented by a character called the STAFF.

§ 35. The Staff consists of five lines, with their interspaces. Each line and each space is called a DEGRES; thus, the staff contains nine degrees.

§ 36. The compass of the staff may be extended by the spaces below and above, and also by additional lines, called ADDED LINES.

§ 37. The scale may be represented in various positions on the staff.

§ 39. To fix the position of representing the scale, and to indicate absolute pitch, one of the letters is used as a guide, and when thus used it is called a CLEF.

§ 39. There are two clefs, or clef-letters, in common use: first, the F CLEF, placed upon the fourth line, and second, the G CLEF, placed upon the second line.

§ 40. The F elef is used for low male voices, or BASE; the G elef is used for high male voices, or TENDE, and also for female voices, both low and high, or ALTO and TENDLE. When used for Tenor voices, it signifies G an eighth or octave lower than when used for Alto or Treble.

Norz.—The four parts are frequently represented on two staves, m which case the Tenor is written upon the same staff with the Bare, with the F clef.

EXTENSION OF THE SCALE AND CLASSIFICATION OF VOICES.

§ 41. When tones higher than eight are sung, eight is to be regarded not only in its relation to the tones below it, but, also, as one of an upper scale.

§ 43. When tones lower than one are sung, one is to be regarded as, also, eight of a lower scale.

§ 43. The whole vocal compass, or extent from low to high, may be thus repre-



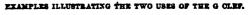
Nors 1.-Several tones may be added, either above or below, by cultivation.

Norr 2.—The true pitch or relation of mals and female voices should be clearly illustrated and explained in this connection. When this is understood, there can be no objections to the Base and Tener singing the lessons in the G clef, or to the Treble and Alto singing from the F clef, although the former may sing as heretofore, an octave lower, and the latter an octave higher, than the actual pitch represented.

§ 4.4. The human voice is naturally divided into four classes :

- 1. Low male voices, BASE.
- 2. High male voices, TENOR.
- 8. Low female voices, ALTO.
- 4. High female voices. TREBLE.

Norz.-Besides the above, there are other distinctions, as BARYTONE between the Base and Tenor, and MEZZO SOFRANO between the Alto and Treble. The Treble is often called Sofrano.



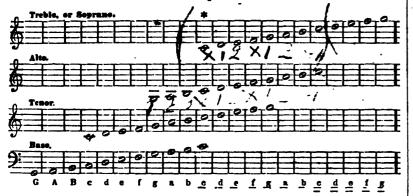


The above examples, although they appear the same to the eye, are in reality, or to the ear, an octave apart, the Tenor being an octave below the Treble.



The above examples, although they appear different to the eye, are in reality, or to the ear, the same.

3. Examples illustrating the usual compase of the different classes of voices, the use of the clefs, and the relation of the different parts :



* This once marked small c, being about the center both of the vocal and also of the great or instrumental scale, is called the middle c.

INTERVALS.

Norz.-A true knowledge of intervals can only be communicated through the ear. Names, definitions, or illustrations, may be given, while the pupil obtains no correct idea of the thing itself, which can only be acquired by a careful itstening to tones and comparison of them. The ear alone can appreciate or measure intervals: The subject is one which can not be understood until the ear has been considerably trained ; thus is the reason why it has not been presented earlier in this course. After intervals hare been taught, the following definitions will be easily understood.

§ 45. The difference of pitch between any two tones is called an INTERVAL. Thus, the difference of pitch between one and two is an interval.

§ 46. In the regular succession of the scale, there are two kinds of intervals, larger and smaller.

§ 47. The larger scale-intervals are called STEPS; and the smaller scale-intervals are called HALF-STEPS.

§ 48. The intervals of the scale occur in the following order:—Between one and two, a step: between two and three, a step; between three and four, a half-step; between four and five, a step; between five and six, a step; between six and seven, a step: and between seven and eight, a half-step.

Norm .- The terms tone and half tone are in common use to designate these intervals ; but, as the application of the same word both to sounds and intervals is inconvenient, the discontinuance of

the term tone and half-tone is recommended, especially in teaching. As the word ladder (scale) is used for designating the series of tones called the scale, it is quite natural to carry out the figure, and borrow from the ladder the word size, by which to designate scale-intervals.

§ 49. The scale thus explained is called the MAJOR SCALE.

CHAPTER IV.

CHROMATIC SCALE.

§ 50. In addition to the scale already mentioned, called the Diatonic Scale, there is another scale formed by the introduction of intermediate tones between those tones of the Diatonic Scale, which are separated by the interval of a step. This scale consists of thirteen tones, and twelve intervals of a half-step each; it is called the CHROMATIO SCALE.

§ 51. The intermediate tones are named from either of the Diatonic Scale-tones between which they occur, with the addition of sharp or flat prefixed or annexed. Thus, the intermediate tone between one and two may be named SHARP ONE, or FLAT TWO.

§ 59. Characters called SHARPS and FLARS are used as signs of the intermediate tones, or of the tones named Sharp or Flat.

§ 53. Sharps or Flats (signs) are canceled by a character called a NATURAL.

§ 54. Chromatic Scale represented.

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9		<u></u>	0	te.	0	-0	10	.e	12-	<u> </u>	<u>e</u>		Ē
		sharp		sharp			sharp		sharp		sharp		t
Pulch.	C, C, les. Do,	CL.	two, D, re,	D D n,	three, E, mi,	10ur, F, fa,	four, F.	five, G, sol,	five, G, si,	siy, A, la,	six, Ağ, Li,	seven, B, si,	c. do.
a :=	+	_0	Þo	0	20	0.	bo	-0	0	<i>ia</i>		be]
<u> </u>	Eight,	seven	flat seven	, six,	flat six,	five,	flat five,	four,	three,	fat three,	two,	fat two,	one.
	C, Do,	В, si,	B⊅, se,	A, la,	Аþ. Le,	G, £ol,	G _p , se,	F, fa,	E, mi,	EÞ, me,	D, re,	Dþ, ra,	C. do,

Nors.—The letter *i* should always receive the sound of ee in the above syllables; thus, Di is parnounced Dee, Ri is pronounced Ree, &c. Again, the letter a should always receive the sound of the English long a, so that Se is pronounced Sa, Lo is pronounced La, &c. § 55. The characters called sharps and flats continue their significance throughout the measure in which they occur, and also from measure to measure, when the same tone is repeated, or until canceled by a note written upon some other degree of the staff.

Norm 1.—The teacher should be careful to cause his pupils to understand that C_s^{*} is not C raised or elevated, and that D_s is not D lowered or depressed, but that the tone C_s^{*} or D_s (by which ever name) it may be called) is an independent tone, being in pitch between C and D. It is not possible to elevate or to depress the pitch of a tone. Absolute pitch is, of course, unalterable. The error here pointed out is found in many treatises on music, see "Manual of the Boston Academy of Music," and various other works.

Nors 2.—The name of this character is an unfortunate one, since its tendency is to mislead the pupit. It sign: firs not that one tone is in fact more natural than another—indeed it does not apply to the tone, but merely to the previous mark (flat or sharp), showing that its significance is now at an end

Nors 2.—The tracher is advised never to use the term natural in connection with the naraces of notes, or to speak of C natural, B natural, or natural one, natural four, &c., but to say simply C, or D, or S, or one, or four, &c. C is just as natural a tone as is C, and so of all the tones of the Chromatic Scale, one is as natural as another, and a little child who chooses the pitch of a song, is as likely to commence with C as with C, &c.

THE MINOR SCALE.

§ 56. In addition to the Scales already explained, there is another, differing from these in the relation or succession of its tones, or in the order of its intervals, called the MINOR SCALE.

§ 57. There are two forms of Minor Scale in common use, called respectively the Harmonic Minor Scale, and the Melodic Minor Scale.



§ 58. Every Major Scale has its relative Minor, and every Minor Scale has its relative Major.

§ 59. The relative Minor to any Major Scale is based upon its sixth, and the relative Major to any Minor Scale is based upon its third.

Norz.-The distinguishing feature of the major and minor scales is the third. The major scale -- brown by its major third, and the minor scale is known by its minor third.

CHAPTER·V.

TRANSPOSITION OF THE SCALE.

§ 60. When any other pitch than that of C is taken as one, the scale is said to be TRANSFORM. Thus G may be taken as one, in which case the scale is said to be transposed to G, or to the Key of G.

§ 61. In transposing the scale, it is necessary to reject some of the tones in the given key, or the key from which the transposition is to be made, and to introduce in the new key certain intermediate tones, so that the scale-relationship may be preserved, or so that the scale-model or scale-pattern, as in C, may not be broken.

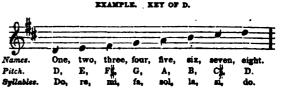
§ 69. The natural order of transposing the scale is by fifths or by fourths; in these transpositions there is but one tone in the given scale which will not be required in the new scale; consequently, but one new tone (intermediate) will be required to form the new scale. The scales of one and of its fifth, or of one and of its fourth, are, therefore, said to be closely related.

§ 63. First transposition by fifths from C to G. In this transposition the tone F is dropped, and the tone F sharp is introduced, and thus the proper form of the scale is secured. The sign or SIGNATURE of the Key of G is one sharp.

§ 64. Second transposition by fifths from G to D. C is dropped, and C sharp is introduced. The Signature of the Key of D is two sharps.

§ 65. To preserve scale-relationship, or the proper order of intervals between siz and seven, and between seven and eight, in this transposition, it is necessary to take C\$ as seven in the new key.

§ **66.** The sign of C3 is placed at the beginning of the staff, a little to the right of the previous sharp, and the two sharps are taken together as the sign of the key, or as the signature. \circ



The second second

ELEMENTS OF MUSIC.



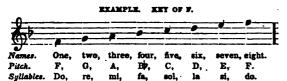
§ 67. Third transposition of the Scale by fifths, from D to A. G\$ is sharp four to D. G\$, therefore, is next introduced.

§ 68. Fourth transposition of the Scale by fifths; from A to E. D\$ is sharp four to A.

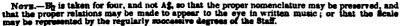
§ 69. Fifth transposition by fifths; from E to B. Af is sharp four to E.

§ 70. First transposition of the Scale by fourths; from C to F.

§ 71. To preserve the identity of the Scale, or the proper order of intervals between *three* and *four*, and between *four* and *fue*, in this transposition, it is necessary to take **Bb** as four in the new key. Bb is, therefore, the signature to the key of F.







§ 73. It will be observed that, in the foregoing transposition from C to F, the pitch of the Scale has been removed a *fourth*; and the intermediate tone, Bb, or *flat even*, has been found necessary to preserve the proper order of the intervals. Hence the following rule: "*Flat even* transposes the Scale a fourth;" or "The tone of transposition, between any key and its fourth is *flat even*.

§ 73. Second transposition of the Scale by fourths; from F to Bz.

§ 74. To preserve the proper order of intervals between *three* and *four*, and between *four* and *five*, in this transposition, it is necessary to take E2 as four in the new key.

§ 75. The sign of E2 is placed a little to the right of the previous flat, and the two flats are taken as the signature.

§ 76. Third transposition of the Scale by fourths; from B₂ to E₂. Ab is flat seven to B₂. Ab, therefore, is the next flat introduced.

§ 77. Fourth transposition of the Scale by fourths; from Ez to Ab. Dr is flat seven to Ez. Dr, therefore, is the next flat introduced.

§ 78. Fifth transposition by fourths; from Ab to Db. Gb is flat seven to Ab.

CHAPTER VI.

DYNAMICS.

DEGREES OF POWER.

§ 79. Mezzo. A musical sound of medium power or force is called MEZEO (pronounced met-zo); such a sound is indicated by the term mezzo, or by an abbreviation of it, as mez, or by its initial, m.

§ 80. Piano. A tone somewhat softer than Mezzo, or a soft tone, is called Plano (pessih-no), and is indicated by the term piano, pia. or p.

§ S1. Forte. A tone somewhat louder than Mezzo, or a loud tone, is called Fourz (forte, or four-te), and is indicated by the term forte, for. or f.

§ 89. Pianissimo. A tone softer than Piano is called Planmanno (pee-äh-nias-i-mo), and is indicated by pp.

§ 83. Fortistimo. A tone louder than Forte is called Fortusanto (fore-tiss-i-mo), and is indicated by ff.

Nors 1 .-- There are also modifications of the above-mentioned degrees of power, as Messe Forte, Messo-Piane.

Norz 2.-Mezzo, Piano, and Forts are Italian words, which are universally used as technical terms in music.

Norz 3.- The instrument called the Piano-Forte derives its name from these words. It should not be called Piano-Fort, but Piano-Forte.

FORM OF TONES.

§ 84. Organ Form. A Tone commenced, continued, and ended with an equal degree of power, is called an ORGAN FORM, or ORGAN TONE. It may be indicated by parallel lines, thus : ______

Norz 1.--The Organ Form takes its name from the organ pipe, which can only produce a tone of one equal degree of power.

Notz 2.-- The Organ Form is not often used in vocal music, except in passages in which one part holds a steady ione for a considerable time, while the other parts ang various harmonies.

§ 85. Crescendo Form. A tone commencing Pinno, and gradually increasing to Forte, is called Carsexupo (cre-schen-do). It is indicated by crea., or by two divergent lines, thus:

§ S6. Diminuendo Form. A tone commencing Forte, and gradually diminishing to Piano, is called DECERECENDO OF DIMINUENDO (de cre-schen-do or dim-in-oo-en-do.) It is indicated by decrea dim. or by two convergent lines, thus: _____.

§ 87. Swell. An union of the Crescendo and the Decrescendo produces the Swell. FORM: indicated by the union of the divergent and convergent lines, thus:

Nors 1.-The swell is sometimes called the Drawn Tone; the term Messa di voce is also used to designate this tone form.

Norz 2.—The acquisition of this form of tone is one of the most difficult things in the art of song. It constitutes the polish or finishing touch in artistic excellence. "It is the result," says Garcis, in his admirable "School of Singing," "of all other studies," and again, "to draw the tones well is to be a good singer."

Nors 3.— The application of Crescendo and Diminuendo to phrases and sections, or to passages of several measures, is comparatively easy, and constitutes one of the greatest beauties of choir singing.

§ SS. Pressure Form. A very sudden Crescendo or Swell is called the PRESSURE Form. It is thus marked, < or <>.

Norz.-This dynamic form is sometimes used to express ridicule, surcasm, or irony. It belongs mostly to-burleaque, to the ludicrous, or to comic, in singing.

§ 89. Sforzando. A tone which is produced very suddenly and forcibly, and instantly diminished, is called an EXPLOSIVE TONE; or SFORZANDO, or FORZANDO (sfortzan-do or fort-zan-do.) It is designated thus >, or by sf. or fz.

Nors 1.—This ione-form is of great importance both to the speaker and to the singer. The energetic style of singing, as in many of Handel's choruses, for example, is much dependent upon it : indeed, some degree of it is always needed in the very-first ulterance of the voice, for without it the tone will be destitute of life and expression. Its power is distinctly felt in the manner in which good performers on stringes or wind instruments produce their tones, or in the very first ulterance of a note, or in the manner in which the stack is made upon it. Much of the dulinees, heaviness, stupidity, and lifelessness so prevalent in vocal music, and especially in choir-singing, is to be attributed to the absence of this dynamic form of delivery. It is by no means intended that every tone should be given Sforzando; far indeed from this, but the element of Sforzando is to tones the infegring power. It is, however, very liable to be overdone, and ever do since it. requires, therefore, much discretion in its application, for, unless it be directed by good taste, it will be likely to degenerate into a mere lunging or jerking of the voice, grunt-like, coarse and disagreeable.

Nors 2.—The mark indicating the pressure form of tone is often printed, instead of that which indicates the Forzando. The observance of the mark, as thus erroneously applied, would, in many cases, be quite ludicrous. The mark is often applied in this form, Λ .

LEGATO, STACCATO, AND PAUSE.

§ 90. Legato. When successive tones are performed in a closely connected manner, so as to be bound into one another, or intervolved, they are said to be sung LEGATO (Le-gi-to, or Le-gah-to). The Legato is indicated by a curved line, (-----), called a legato mark. The same character is called a Tie when it is placed over two notes on the same degree of the staff.

Norz.-This character is often used to show how many tones are to be sung to one syllable.

§ 91. Staccato. When notes are delivered in a short, pointed, distinct, or very articulate manner, they are said to be STACCATO (Stac-kä-to, or Stac-kah-to). Staccato is indicated by points, thus: (1 1 1 1).

§ 92. Marcato. A less degree of Staccato, or MARCATO, is indicated by dote, thus: (• • • •).

§ 93. Pause. When the duration of a tone is prolonged beyond the time indicated by the note by which it is represented, such prolongation is called a Pausz, and the character by which it is indicated receives the same name (\sim).

Norz .- The pause is often called the Holp.

EXPLANATION OF MUSICAL TERMS.

٠

A-an Italian preposition, meaning, to, in, by, at, &c. Acceleratio-accelerating the time, gradually faster and faster. Adagio, or Adamo-slow. Adagio Assai, or Molto-very slow. As Libitum-at pleasure. As Libitum-at pleasure. Aftenor-tender and affecting, Agitato-with agitation. Alls Cipella-in church style. Add coprat-in clubra syste. Allegrain-less quick than Allegro. Allegro-quick. Allegro Assa-very quick. Allegro ma non Troppe-quick, but not too quick. Amable-in a genile and tender style. Aming-in a genue and tenter syst. Aming-s lover but not a professor of music. Amonso, or Con Amore-affectionately, tenderly. Audante-genite, distinct, and rather slow yet connected. Andanta-some what quicker than Andante. Animato, or Con Azima-with fervent, animated expression. Anime, or Con Animo-with spirit, courage, and boldness. Antophone-music sung in alternate parts. Anno-in a light, airy, singing manner. A Tempo Giusto-in strict and exact time. Ben Mercato----in a pointed and well-marked manner. Bu-twice. Brillaste-brilliant, gay, shining, sparkling. Cadrace-closing strain; also a fanciful, extemporaneous embel-lishment at the close of a gong. Salenza-same as the second use of Cadence. See Cadence. Calando-softer and slower. Contabule-graceful, singing style; a pleasing, flowing melody. Conto-the treble part in a chorus. Chor-a company or band of singers ; also that part of a church appropriated to the singers. Charist, or Chorister-a member of a choir of singers. Col, or Con-with. Col Arco-with the bow. Comodo, or Commodo-in an easy and unrestrained manner. Con Affetto-with expression. Con Doloessa-with delicacy. Con Dolore, or Cons Duolo-with mournful expression. Conductor-one who superintends a musical performance ; same as Music Director. Con Energico-with energy. Con Espressione-with expression. Con Fueco-with ardor, fire. Con Grazia-with grace and elegance. Con Impeto-with force, energy. Con Justo-with chaste exactness. Con Moto-with emotion. Con Spirito-with spirit, animation. Core chorus.

1

De-for, from, of. Des Cape-from the beginning

Decami-the priests, in contradistinction to the lay or ordinary choristers. Declamands-in the style of declamation, Decreased-devolution, decreasing. Devozione-devolution, decreasing. Dilettante-a lover of the arts in general, or a lover of music. Di Molto-much or very. Divoto-devotedly, devoutly. Dolce-mont, sweet, tendar, delicate. Dolcmente, Dolcessa, or Dolcussimo. See Dolce. Dolente, or Doloroso-mournful Deleroso-in a plaintive, mournful style. E-and. Elegante-elegance. Energieo, or Con Energian-with energy. Espressivo-expressive. Fine, Fin, or Finale-the end. Everando, Ferz, or Fz.-sudden increase of power.<

Eorzando, Ferz, or Fz.-sudden increase of power. Fugue, or Fuga-a composition which repeats or sustains, in its several parts throughout, the subject with which it commences, and which is often led off by some one of its parts. Fugato-in the fugue style. Fughetto-a short lugue.

Giusto—in just and steady time. Grazioso—smoothly, gracefully. Grave—a slow and solemn movement.

Impressario-the conductor of a concert.

Lectionardo, or Lectimeso-mournful, pathetic. Lamentevole, Lamentando, Lamentubie-mournfully. Largeteto-alow, but not so slow as Largo. Largo-slow. Legeto-close, gliding, connected style. Lentando-gradually slower and softer. Lenta or Lentances-flow.

Ma-but. Messetoso-majestic, majestically. Massivo Di Capella-chapel master, or conductor of church music. Marcato-strong and marked style. Messa di Voce-moderate swell. Moderato, or Moderate swell. Molto Voce-with a full voice. Morto-much or very. Morto-moto-gradually dying away. Mordente-a beat, or transient shake. Mosso-emotion. Moto-motion. Andante Con Moto-quicker than Andante.

Non-not. Non Troppo-not too much.

a,

Orchestra-a company or band of instrumental performers; also that part of a theatre occupied by the band.

Pastorale-applied to graceful movements insectuple time. Perdendo, or Perdendosi-esame as Lentando. Piss-more. Pus Moseo-with more motion, faster. Piss-more. Pus Moseo-with more motion, faster. Pissicato-snapping the violin string with the fingers. Poco-a little. Poco Adagio-a little slow. Poco a Poco-by degrees, gradually. Portamente-the manner of sustaining and conducting the voice from one sound to another. Presenter-conductor, leader of a choir. Presto:mo-very quick.

Rallentando-or Allentando, or Slentando-slower and softer by degrees. Recidando-a speaking manner oi performance. Recidando-musical declamation. Rinforzando. Rinf., or Rinforzo-suddenly increasing in power. Ritardando-alackening the time. Semple-chaste, simple. Sempre-throughout, always, as Sempre Forie, loud throughout.

Screptor-throughout, always, as Scrept Forte, loud throughout. Screptor-throughout, always, as Scrept Forte, loud throughout. Screptor-throughout, as Scrept Organo, without the organ. Sfortamedo, or Sfortato-with strong force of emphasis, rapidly diminishing.> Siciliana-a movement of light, graceful character. Smoreado, Smortando-dying away. Scene, Securement-sweet, sweetly. See Dolce. Solfeggio-a vocal exercise. Solo-lot a single voice or instrument. Souto-under, below. Sotto Vere-with subdued voice. Spiritose, Con Spirito-with spirit and animation. Statcato-short, detached, distinct. Staticato-unick.

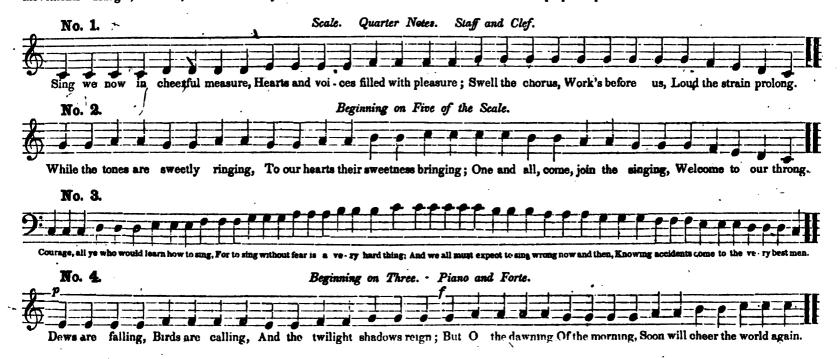
Tace, or Tacct-silent, or be silent. Tardo-slow. Tasso Selo-without chords. Tempo-time. Tempo a Piscere-time at pleasure. Tempo Gildto-in exact time. Tem, Tenuto-hold on. See Sostenuto. Tutti-the whole, full chorus.

Un-a: as Un Poco-a little.

Va-go on, as Va Crescendo, continue to increase. Verse-same as Solo. Vigorose-bold, energetic. Viscoce-quick and cheerful. Virtuese-a proficient in art. Voce Di Petto-the chest-voice. Voce Di Testa-the head voice. Voce Solh-voice alone. Voli Subis-turn over quickly.

SINGING ŚCHOOL MUSIC.

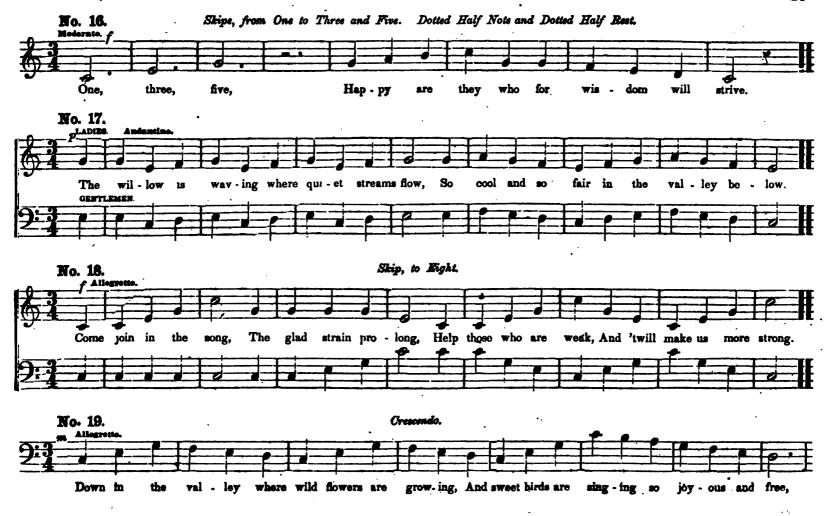
When the teacher shall have introduced the scale, quarter notes, staff and clefs, the following lessons may be commenced. There will be found written over the lessons the new topics to be introduced and practiced upon, before the lesson is sung. The order commonly found in singing books is observed in the arrangement of rules and explanations, but not in the lessons. Whatever is needed is brought in, and it is thought that teachers will generally agree that many things, commonly supposed to be among the last, are properly among the first to be studied, as for example, the different movements—Adagio, Andante, &co.—and the dynamic forms. Be careful that each lesson has its proper expression.



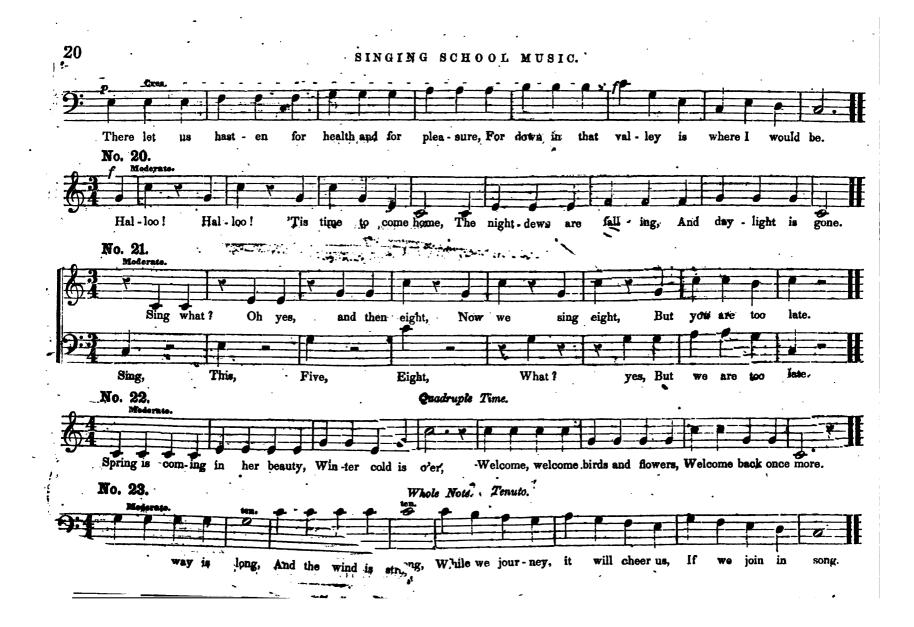


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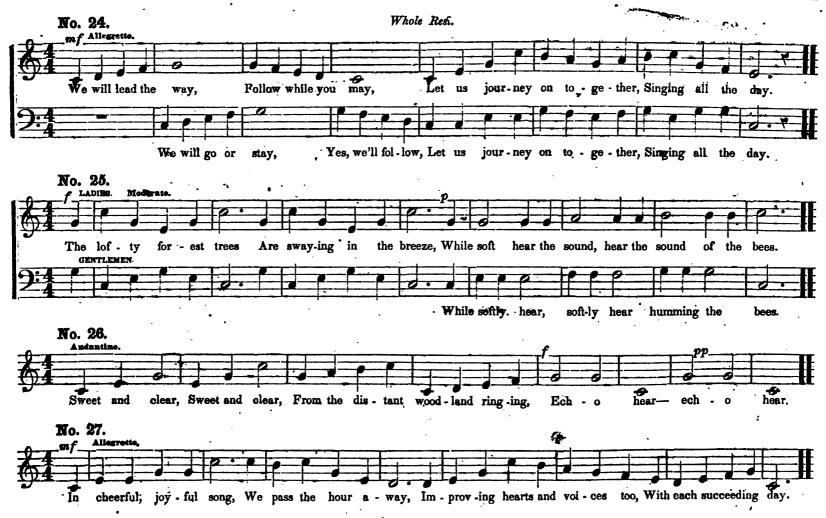


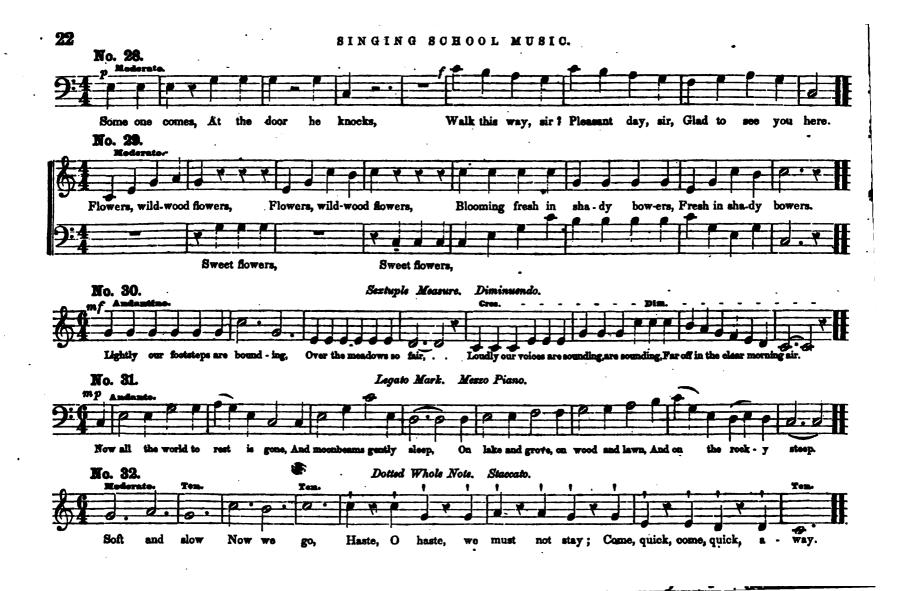


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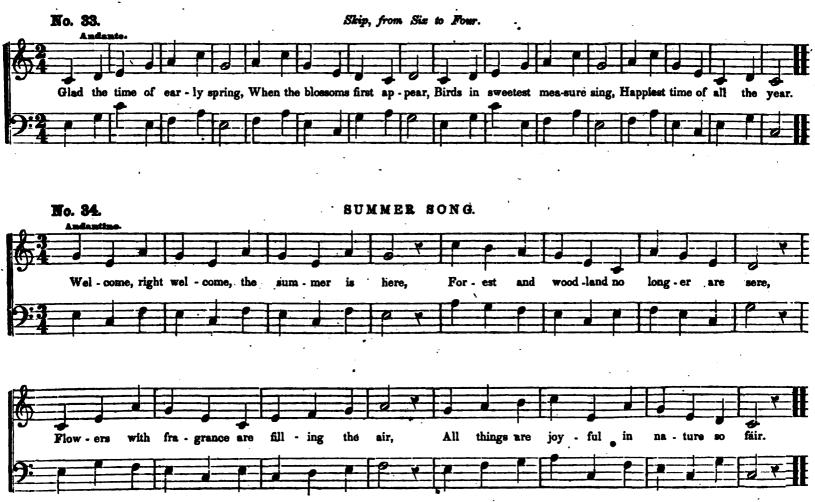
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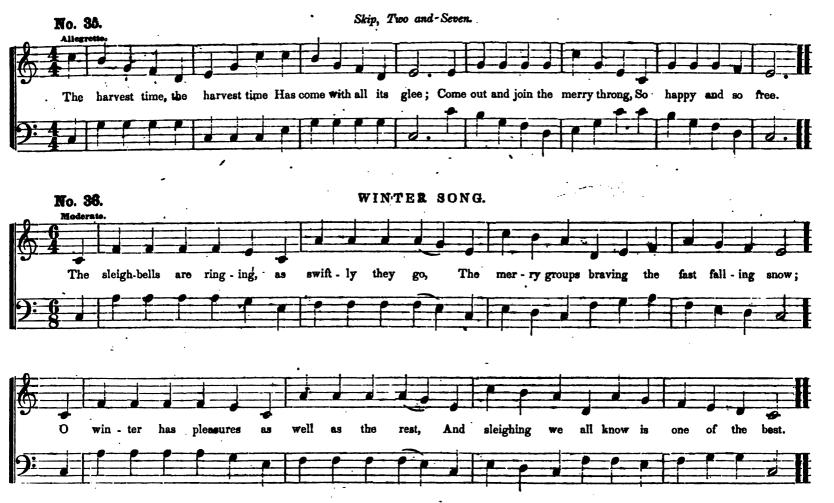


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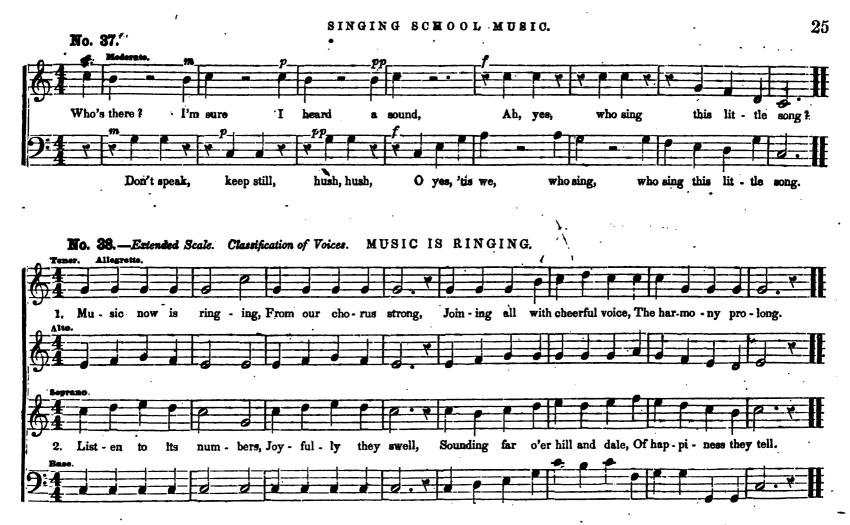
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It is often unnecessary to place Dynamic marks in the music, as the words will, in most cases, sufficiently indicate the force to be used.



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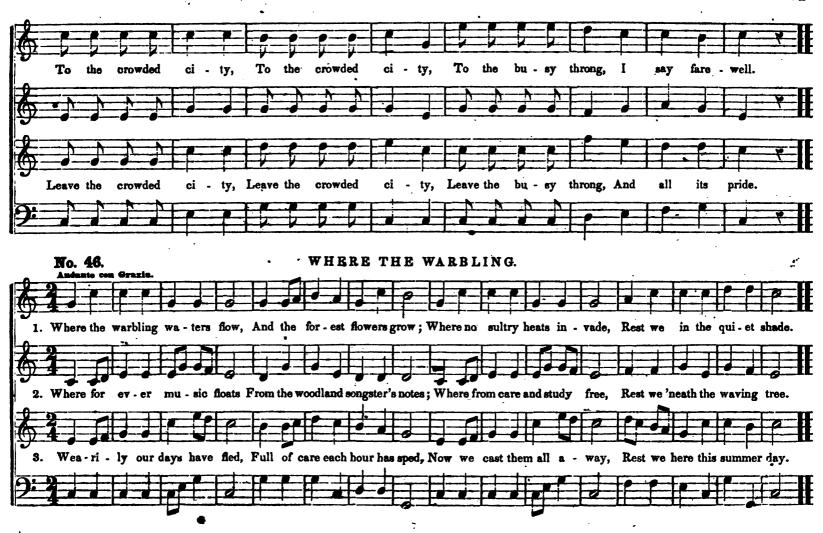
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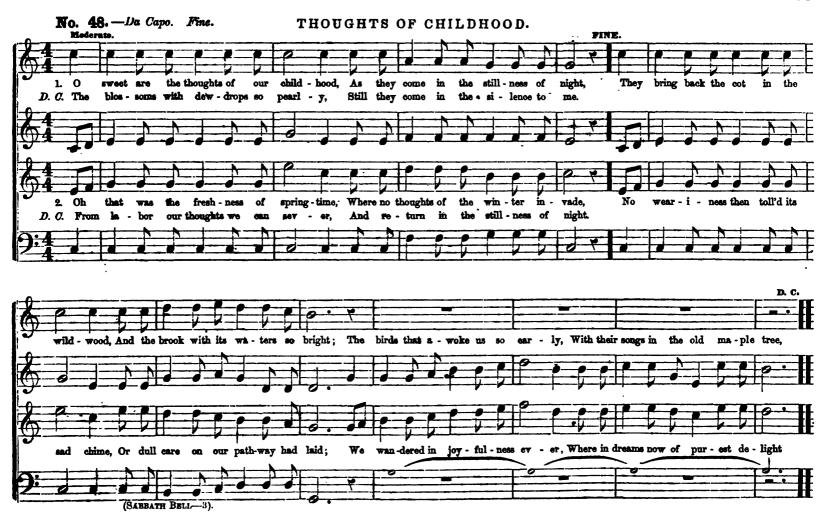


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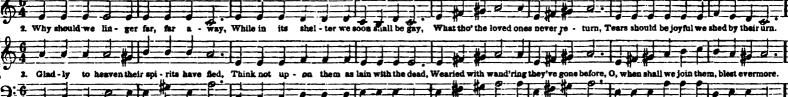


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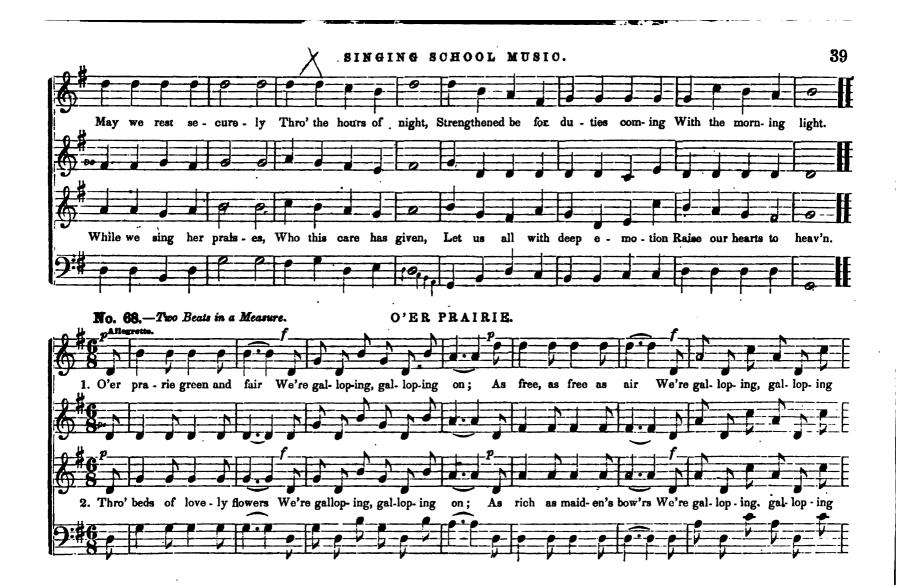


















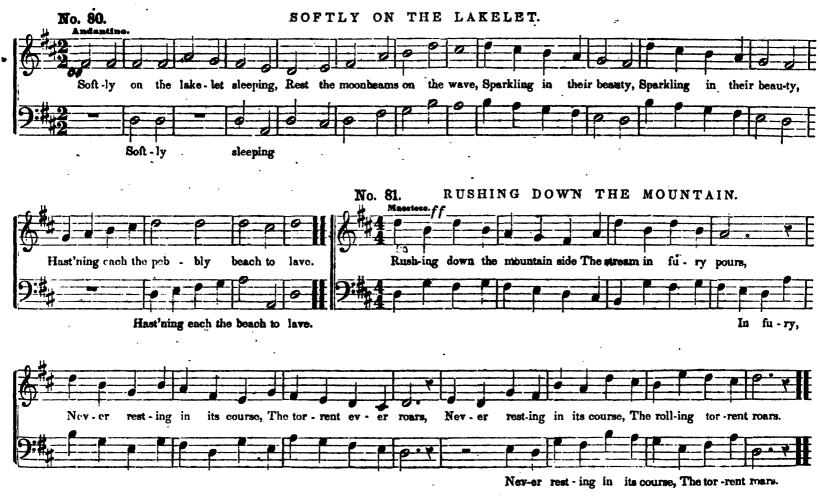


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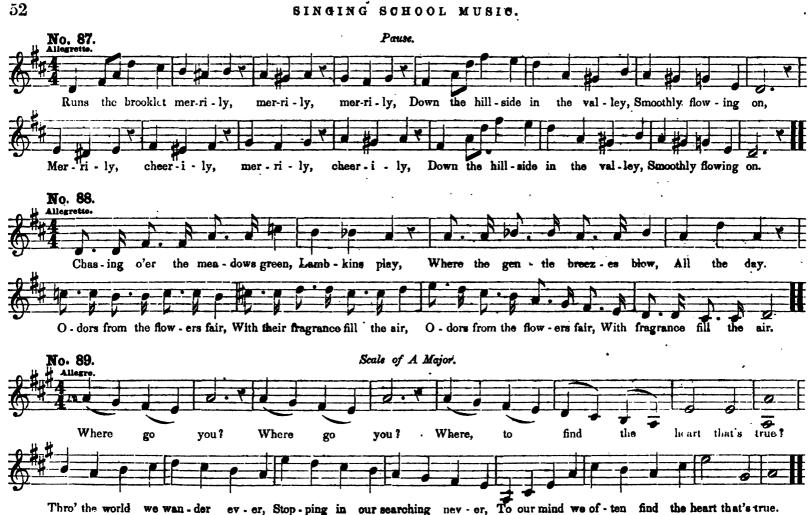




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SINGING SCHOOL MUSIC.







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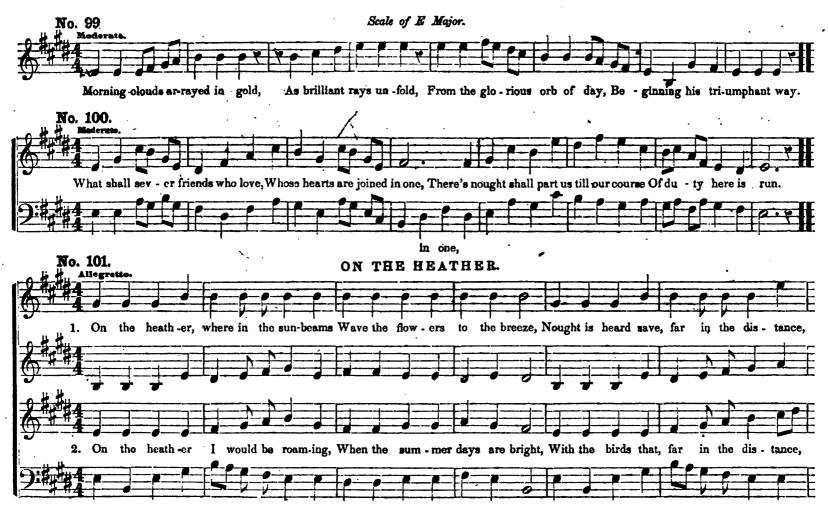


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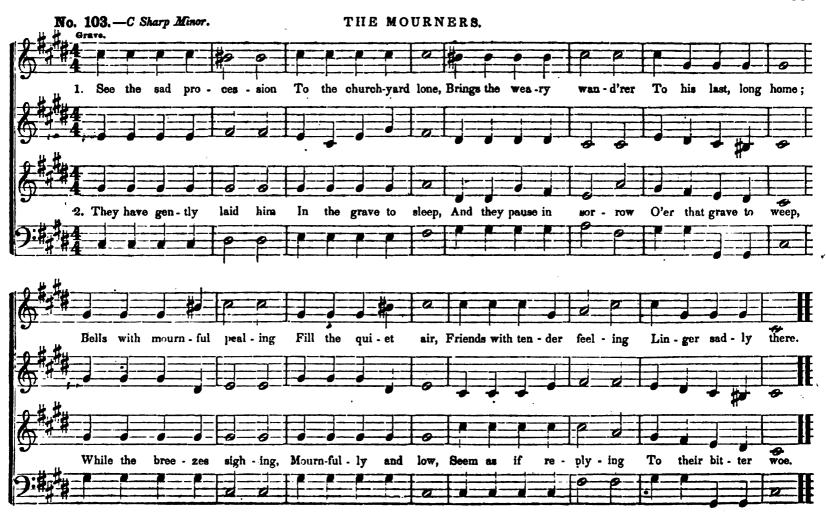


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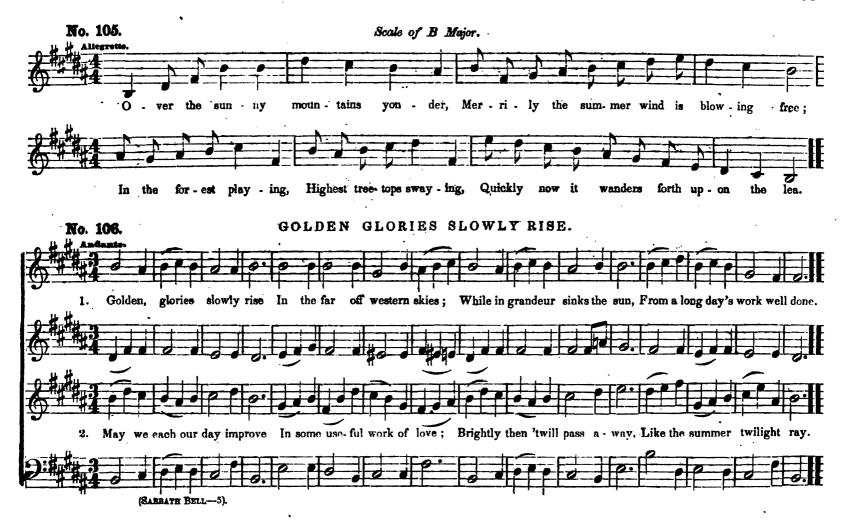


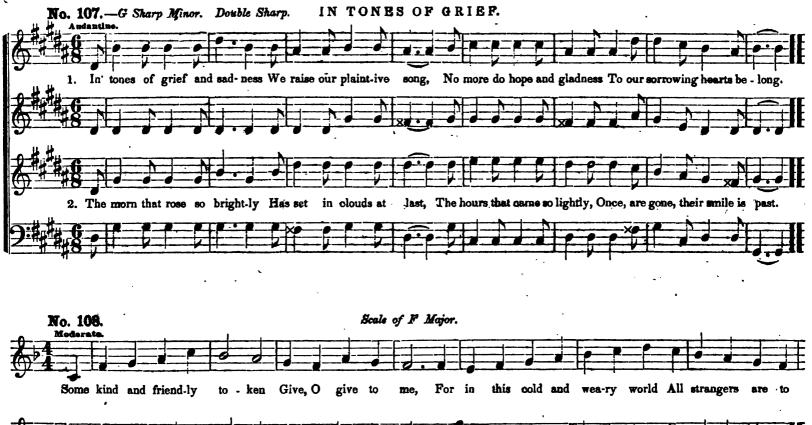


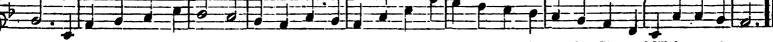


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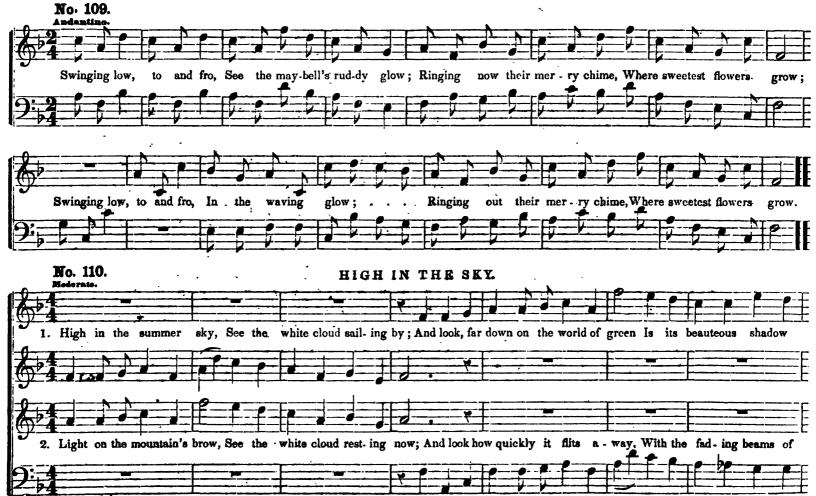








me; And words of kind-ness spo - ken Nev -er are for - got, O, then, some kind and friendly to - ken Give, and I'll for - get it not.



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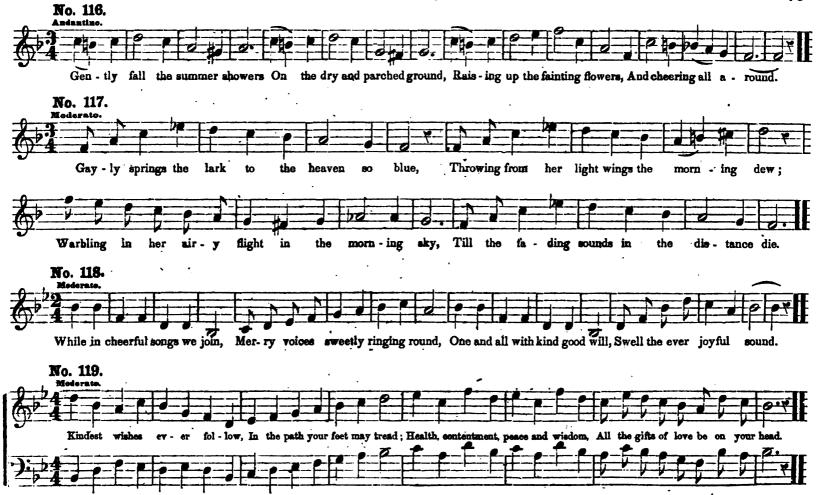


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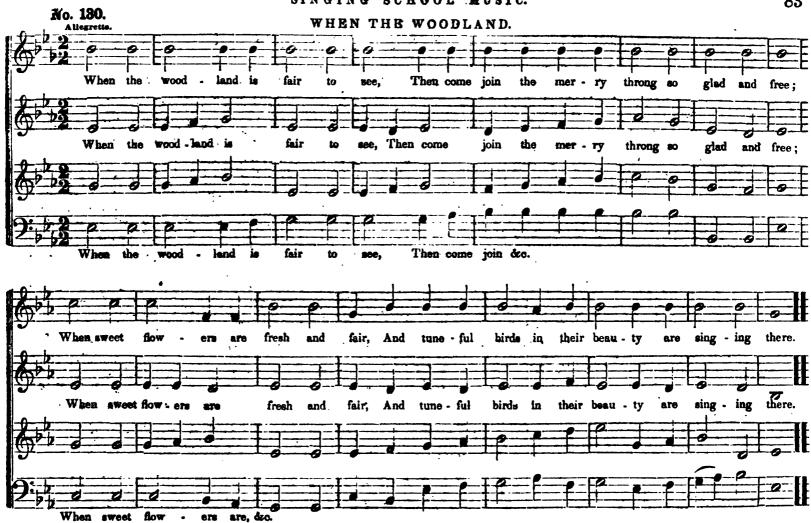
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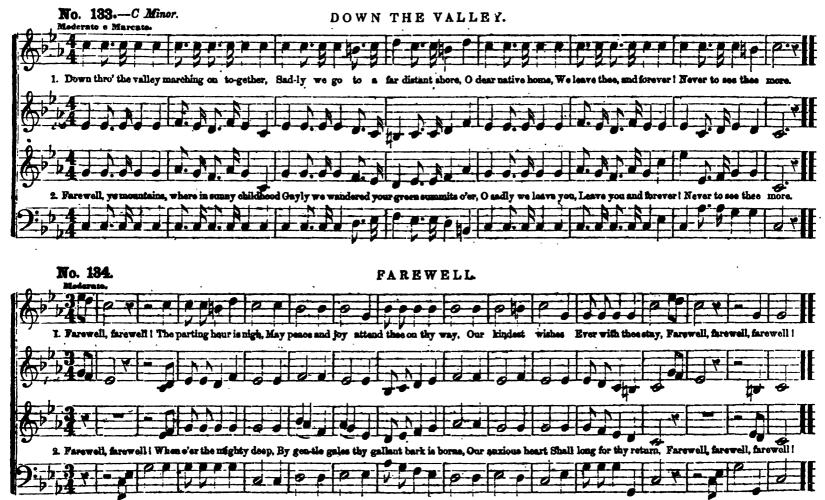
SINGING SCHOOL MUSIC.





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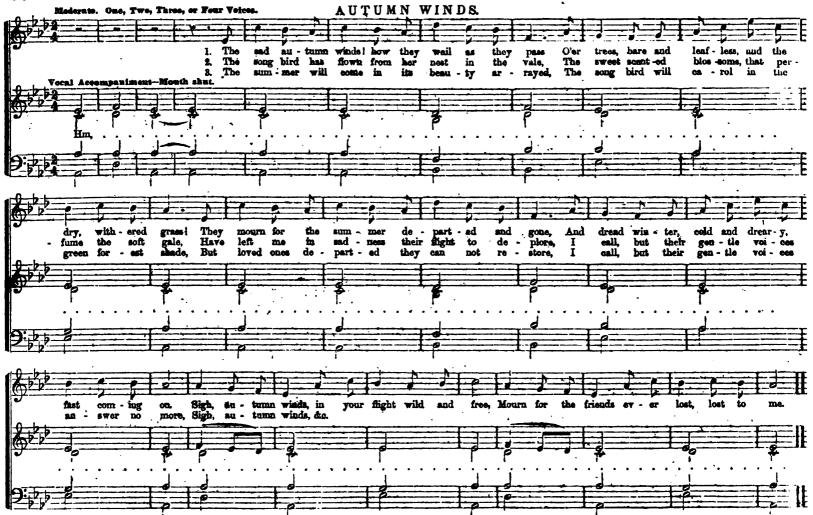




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SINGING SCHOOL MUSIC.



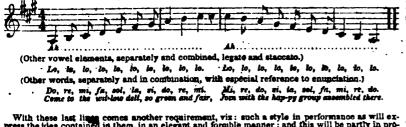






VOCALIZING EXERCISES AND SOLFEGGIOS.

The scale, or a simple melody like the one here written, should be practiced with each words as the following, espesially with reference to the vowel and commonant elements, for improvement in pronunciation and enunciation. L. M. No. Vie, Tho', Fay, Joy, Ha, Woe, Case, Pay, Tea, Go, Buy, D., Rey, and words having such beginnings and endings as may be found on page 6. first each word separately, then such combinations as the teacher may choose. The following are some of the ways the scale or a melody may be practiced to structure:



With these last lines comes another requirement, vix : such a style in performance as will express the idea contained in them, in an elegant and formble manner ; and this will be partly in proportion to the thoroughness of the previous work. To recapitulate what will be necessary to the successful performance of this lessen, or any other woral music, in addition to singing in time and tune *i* First, a good toke. This will depend much upon position, management of breath, and position of mouth, threat and vocal organs. Becondly, good articulation.—This includes both prononciation and enunciation : and thirdly, a good, expressive style of performance.—This will be dependent upon both tope and articulation, and, in addition, upon that true conception and feeling which is found only in hearts filled with love for this glorious art.

Tenor and Soprano may sing this, while Alto and Bass sing the previous lesson, if desired.



VOCALIZING EXERCISES.*

To be sung with vowel sounds, (principally Ak.) for flexibility of voice, and with syllables for distinctness and facility in articulation. May be repeated several times before singing the last note. Not so fast as to be industinct.

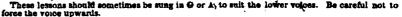


Endeavor to fill the lungs thoroughly, and without noise, however short the tune for taking the breath.

* From Mason's Totalising Exercises and Solfoggies.

Sometimes loud, and sometimes soft, sometimes increasing, and sometimes diminishing.









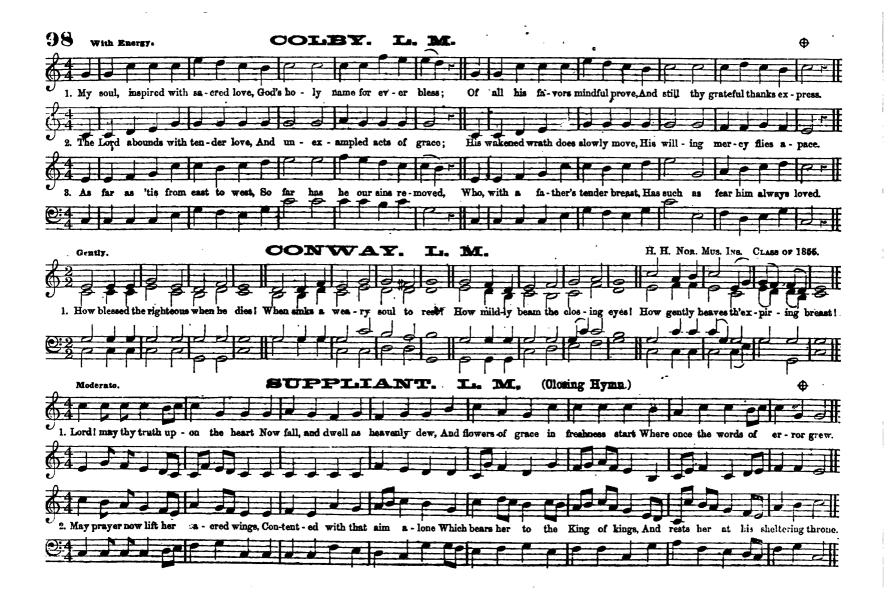


PART SECOND.

C. H U R C H M U S I C.

INCLUDING TUNES, OPENING AND CLOSING HYMNS, SENTENCES, MOTETTS, ANTHEMS, CHANTS, ETC.

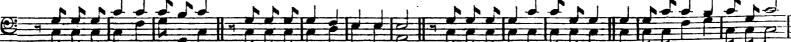






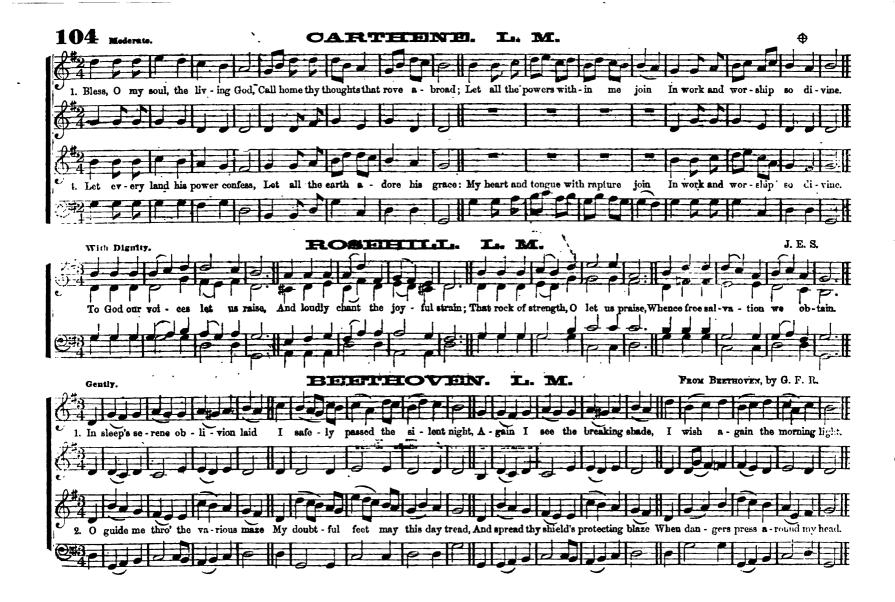






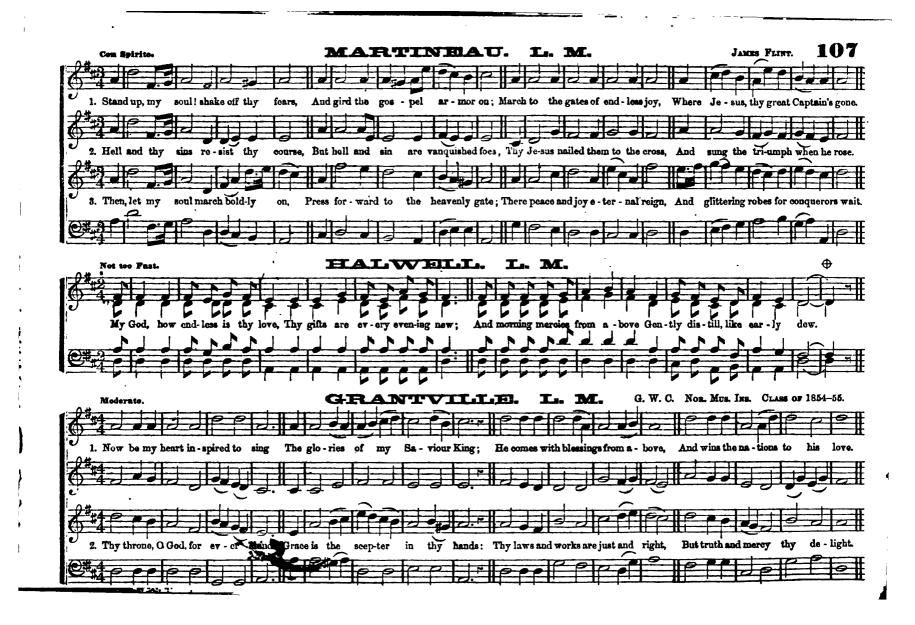






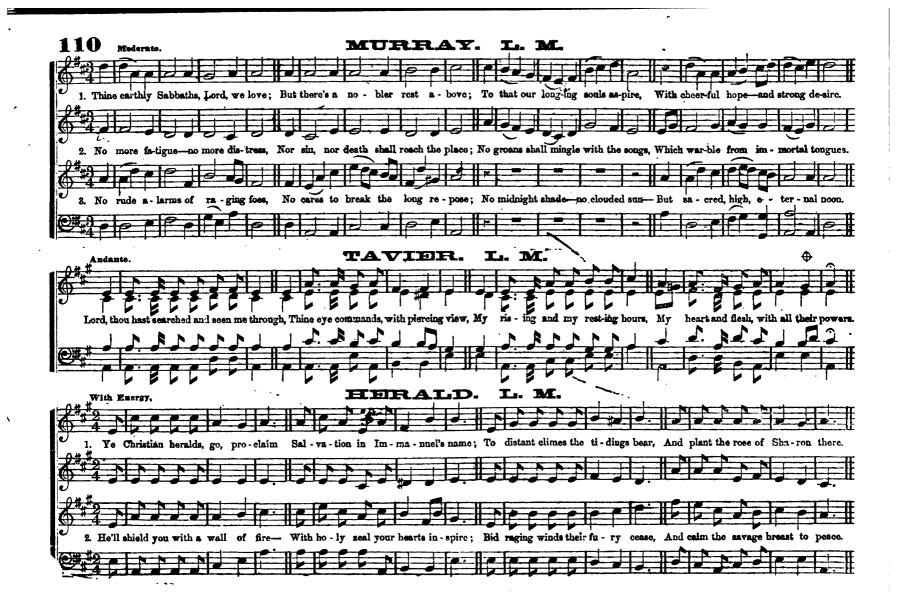


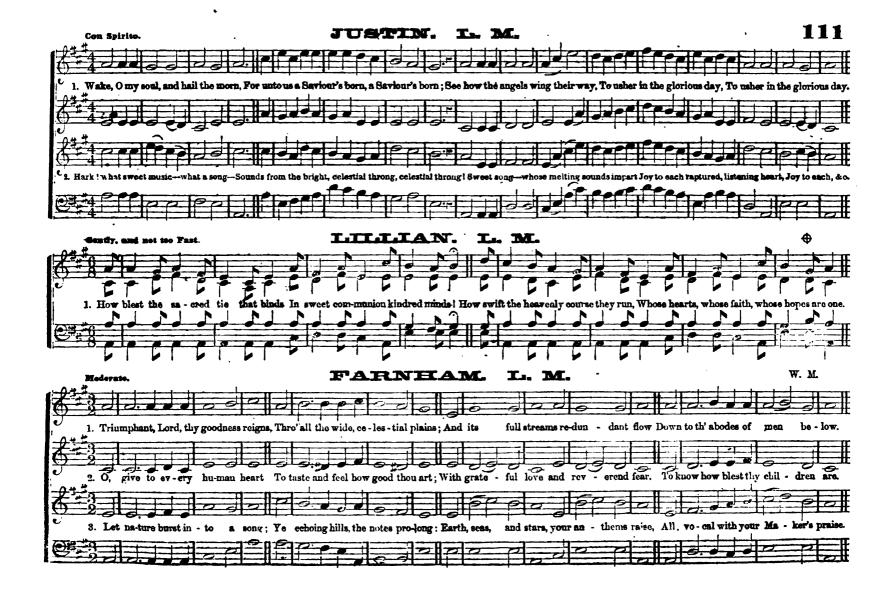




















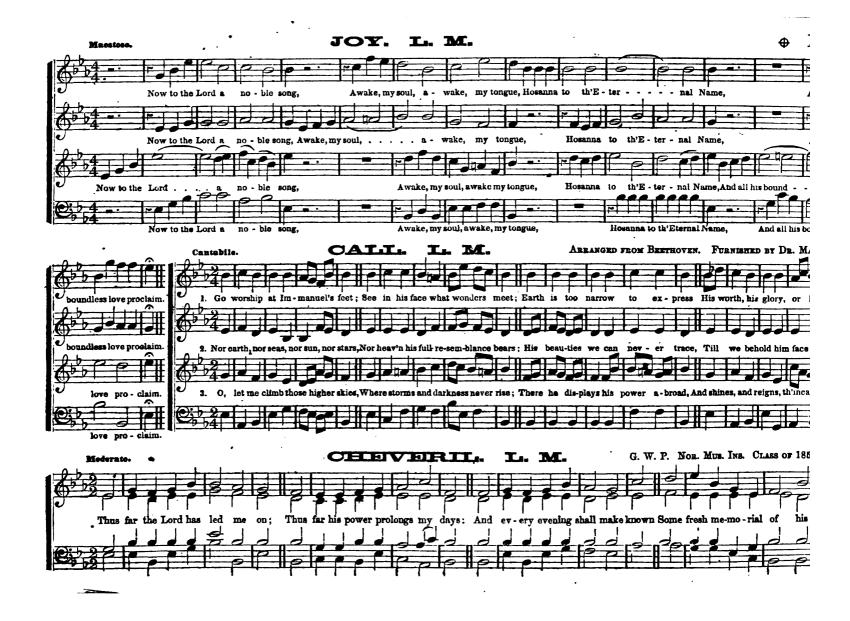




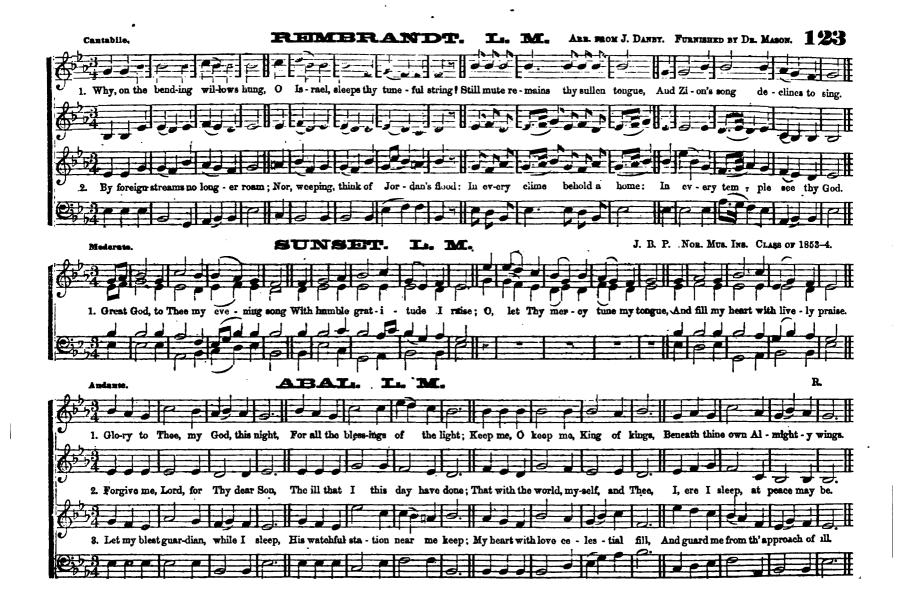






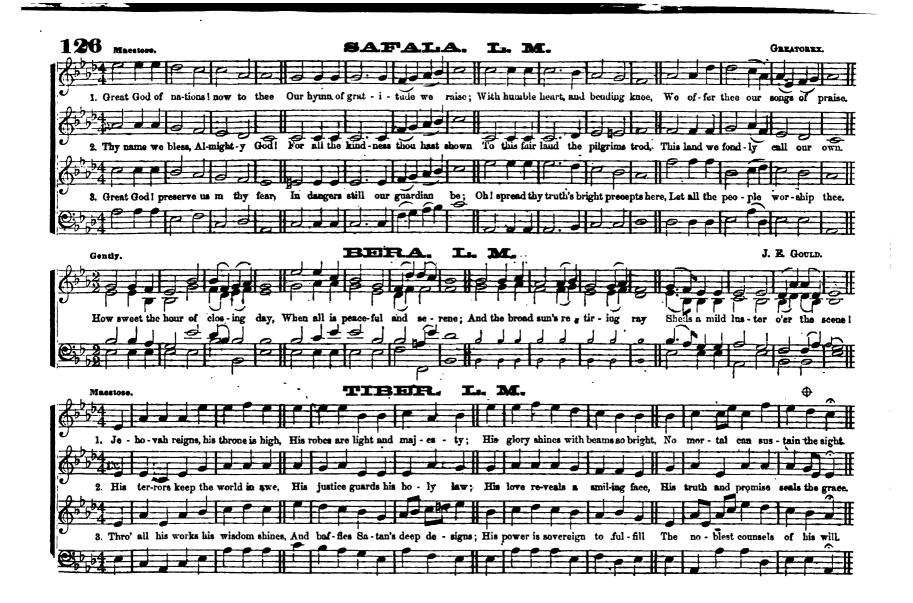






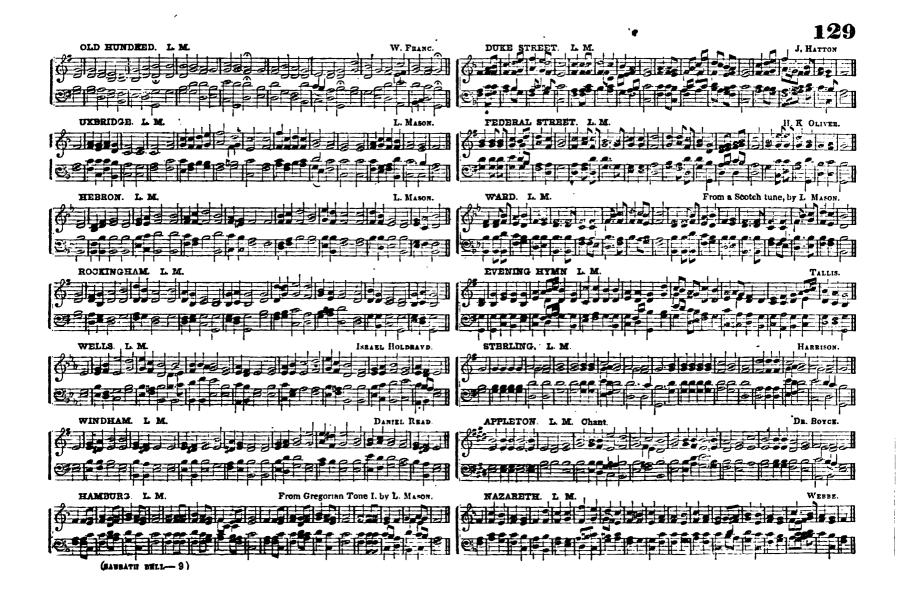


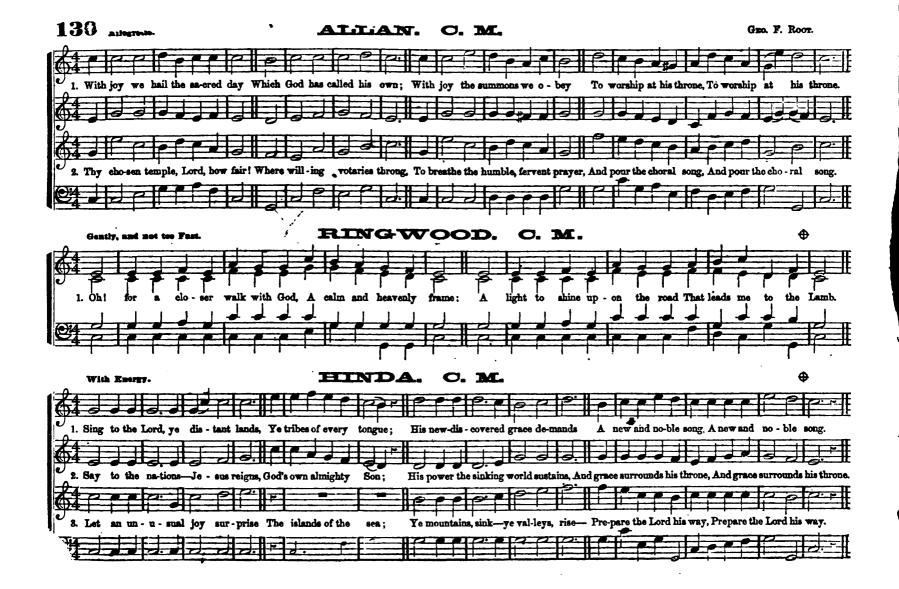


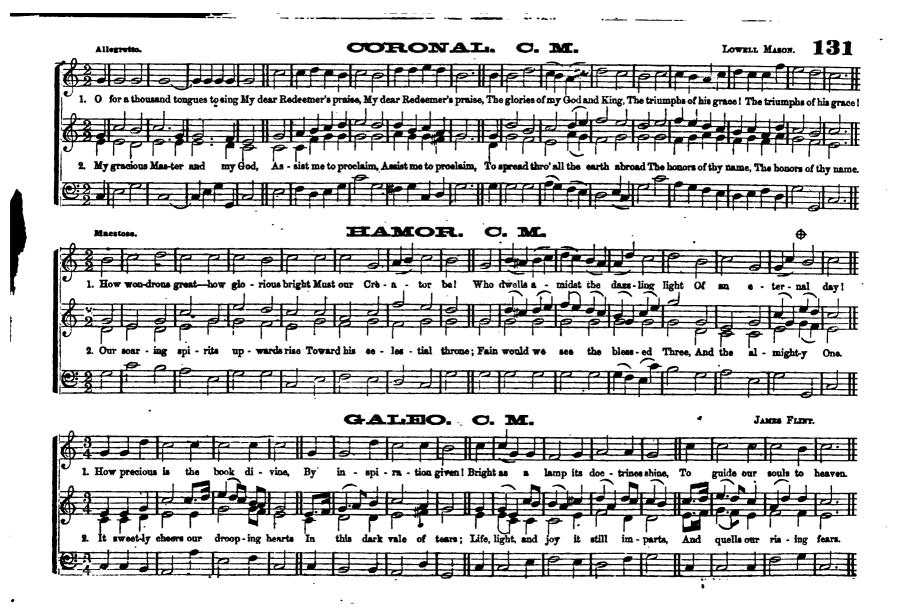










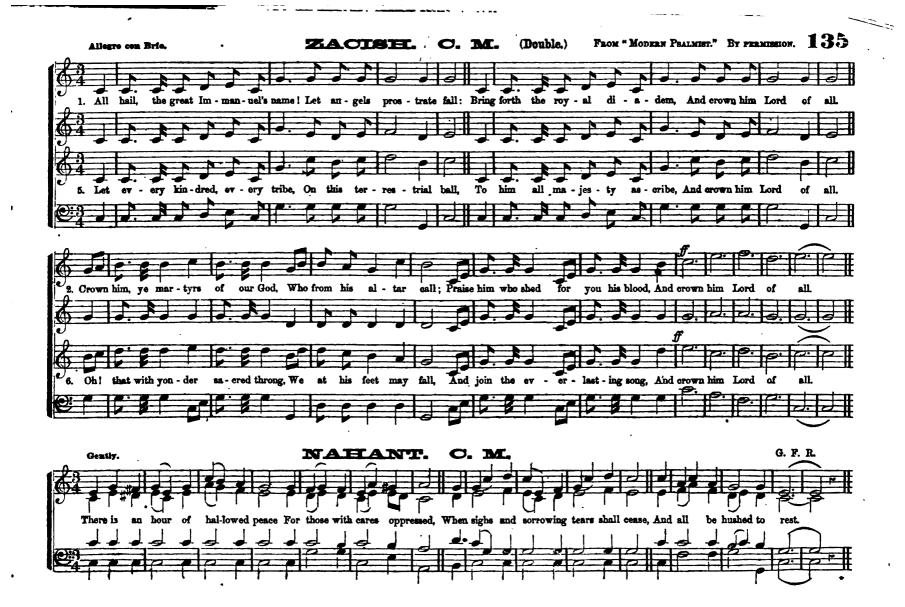




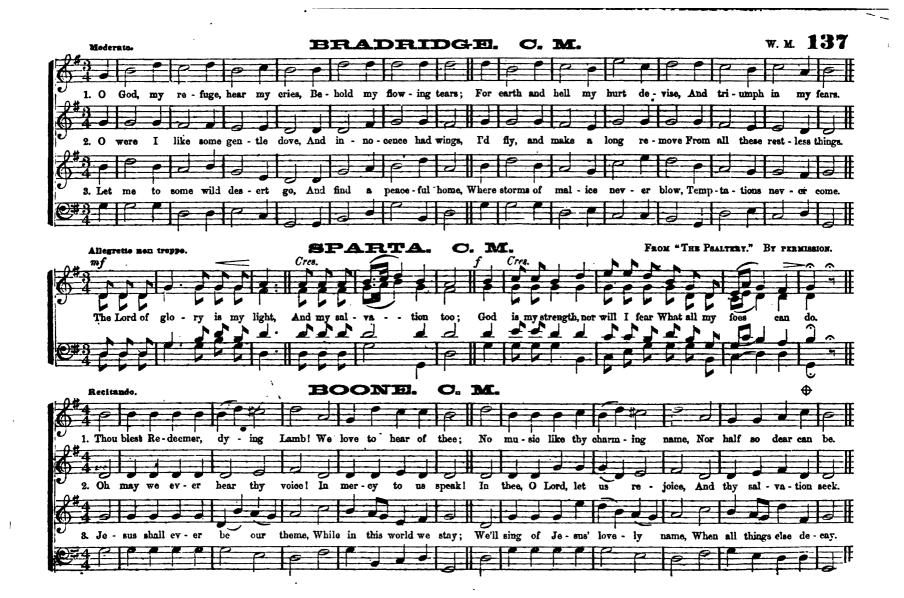


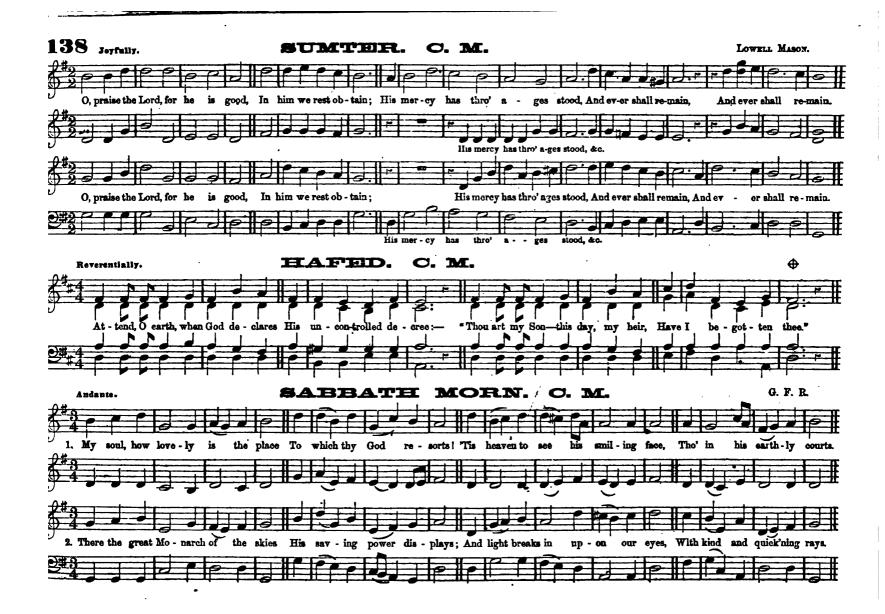


* The single past may be sung by one strong voice, the chorus coming in softly as marked.







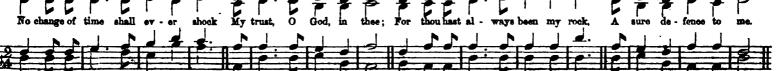


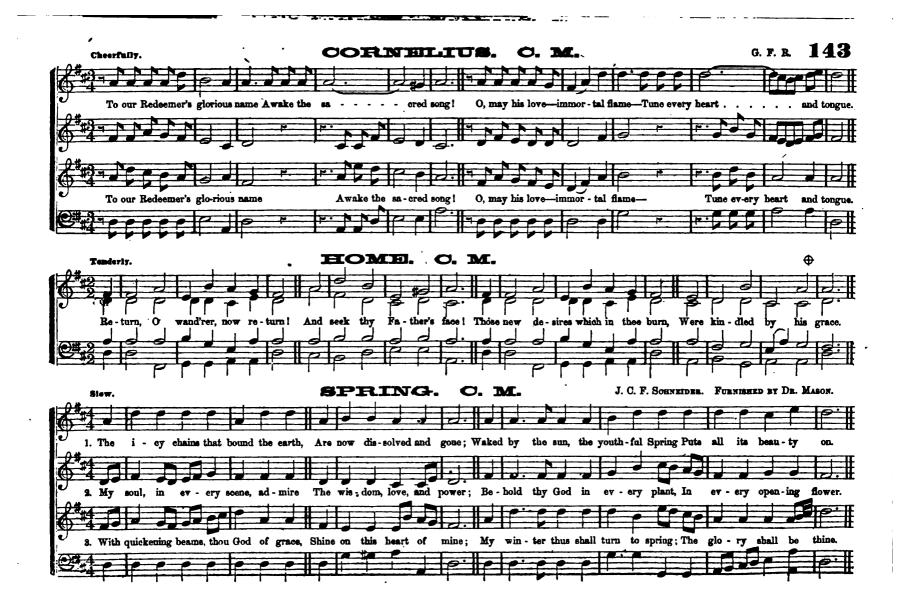




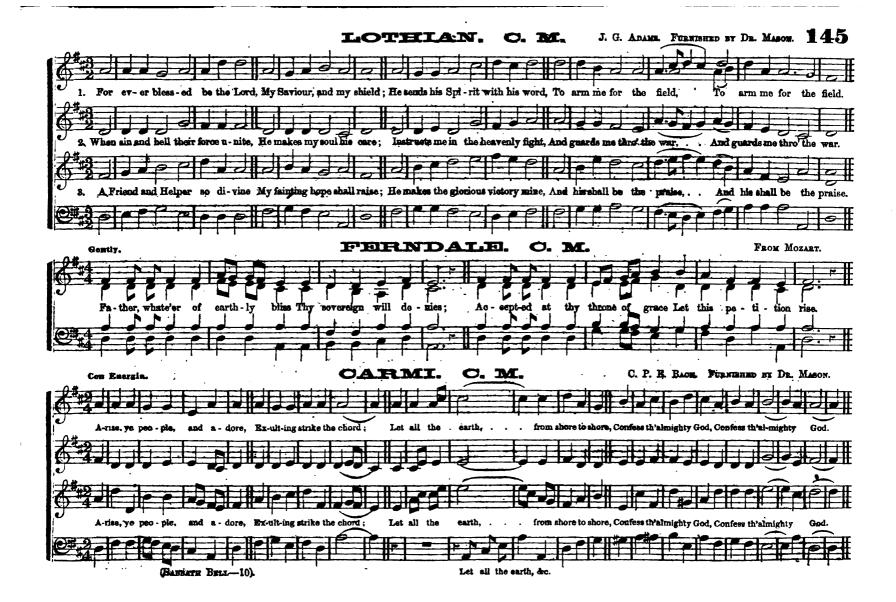


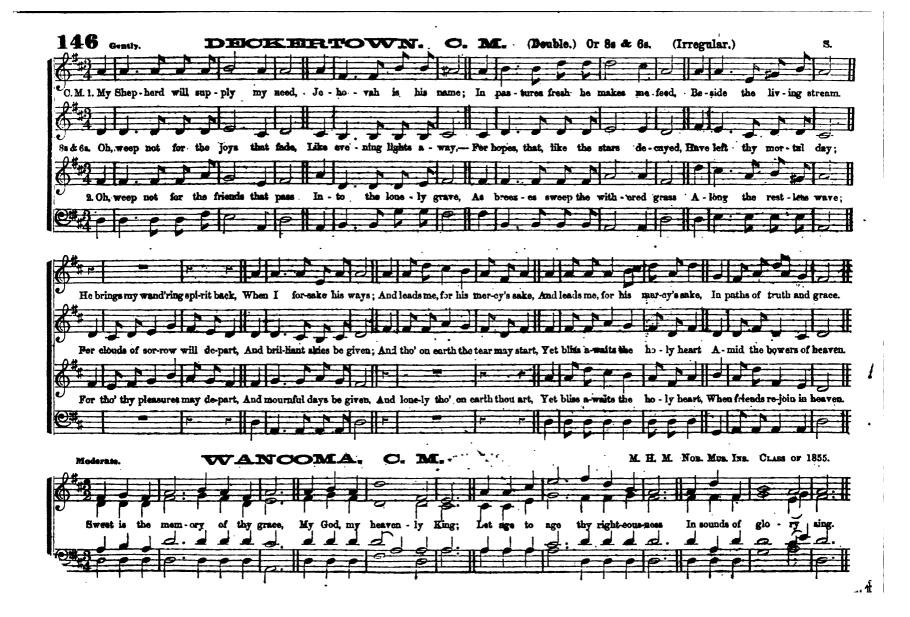
























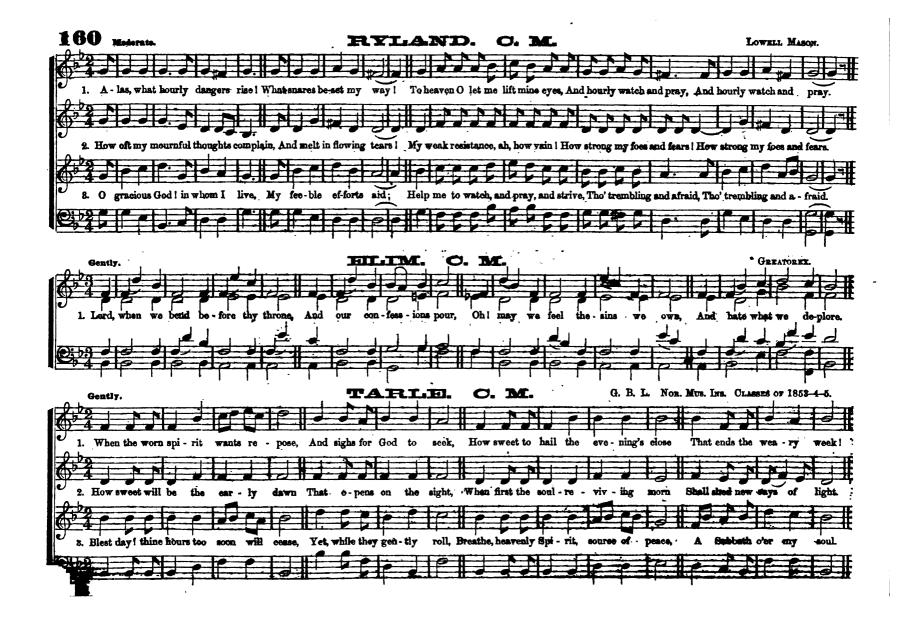




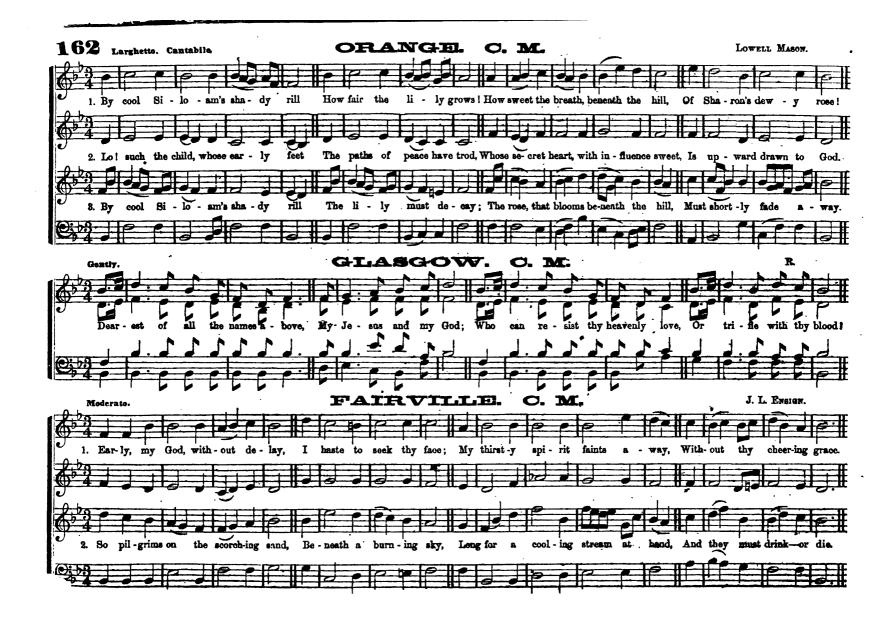










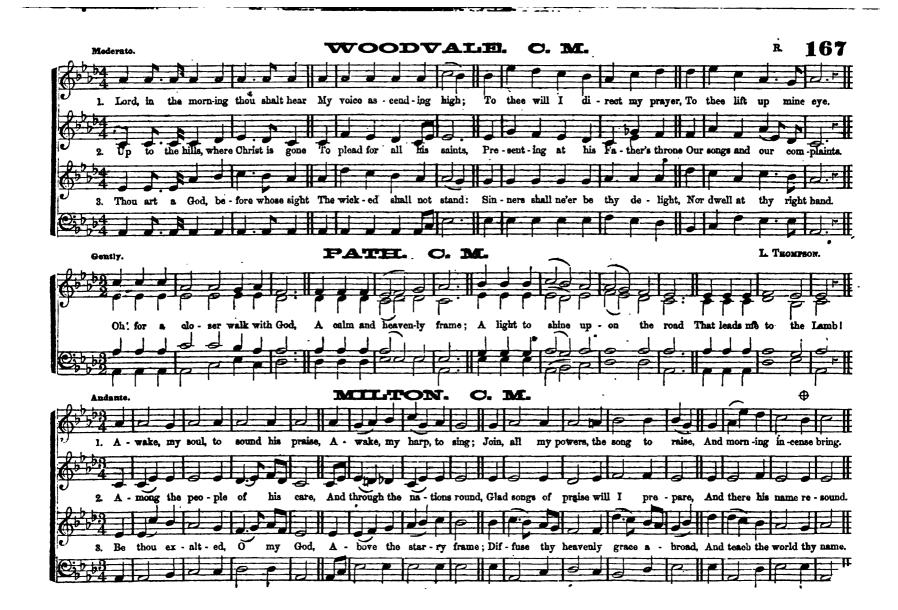














A REAL PROPERTY OF A REAL PROPER













NEWELL S.M.

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LOWELL MASON. 175





























4 189 LAMB. I shall be well sup - plied: Since he is mine, and I am • his, What can 1. The Lord my Shep-herd is; Ι want be - side ! 2. He leads me to place Where heavenly pas - ture grows, Where iv - ing wa - ters gen - tly pass, And full sal - va - tion flows. the And guides me in his own right way, For his most ho - ly a - stray, He doth my soul re - claim, 8. If e'er I go name. DUNBAR. . **S.** M. FROM CORRELLI. 1690. flowly. Gently. **-**· When o - ver-whelmed with grief, My heart with - in Help-less, and far from all me dies, re - lief, То heaven I lift mine eyes. ▰ a - 12 --60 ٠. WOODSEL. **S. M.** Moderate. . • all owe; Thy sov - ereign boun - ty the spring Whence all my 1. My Ma - ker and my King, To thee my 1 is 🛛 bless - ings flow. 2. The orea - ture of thy hand, On thee a - lone I live; My God, thy ben - e - fits de - mand More praise than life can give. thy love. 3. Shall F with-hold thy due! And shall my pas - sions rove! Lord! form this wretch-ed heart And fill it with a - new,

S: **M**.









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OTISTON. S. M.	L. MASON. 1832	DOVER S.M.
La del Conce o al de al de		
		I SECTOR FOR THE FOR THE SECTOR S
T. THOMAS. S. W.	A. WILLIAMR.	BADEA. B. M. GERMAN.
HAWMUT. 8. M.	L. MASON. 1883.	ST. MIOHAEIN K. From Day's Pealtys. 1566.
LIVER STREET. S. M.	I. Settre.	HAVERHILL S. M. L. MASON- 1880.
HIRLAND. S. M.	STANLEY.	OLNET. S. M.
ABAH. S. M.	L. Manow. 1890.	ST. BRIDES. S. M. Du. Howard.
LMUTZ. S. M.		WESTMERSTER, S. M. Ds. Boven.
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VERDELL. C. P. M.

LOWELL MASON. 197







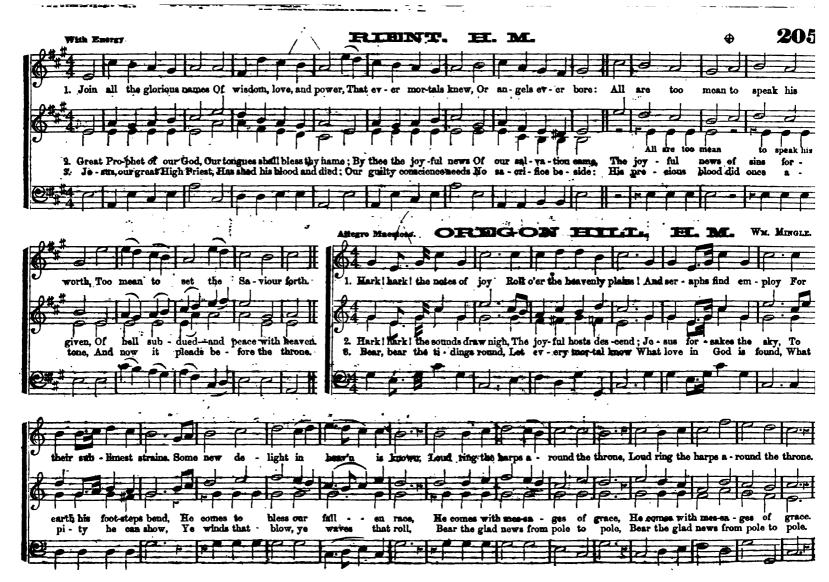




202 Cheerfally. CHYLON. H.M. RUPUS JONES. 1. Wel-come, de-light-ful morn | Thou day of sa - ered rest; I hail thy kind re - turn ; Lord, make these mo-ments blest. From low delights and 2. Now may the King de - scend, And fill his throne of grace ; Thy scepter, Lord, ex - tend, While saints ad - dress thy face : Lot sin - ners feel thy 3. De - seend, ee - les - tial Dove, With all thy quickening powere ; Dis - close m - cred hours: Then shall my soul new Saviour's love, And bless these . Nederate. HARWICH. THE DE. mor-tal toys I soar to reach im - mor - tal joys, I soar to reach im - mor - tal 1. Give thanks to God most high, The joys. u - ni - ver - mal quickening word, And learn to know and fear the Lord, And learn to know and fear the Lord. 2. How might-y is his hand1 What won-dors hath he life inlited in vain. Nor valo. \$ He sew the na-tions HA. per - ish - ing Lord, - The sovereign King of kings : And be his grace a - dored. Thy mer-ey, Lord, Shall still en done ! He formed the carth and seas, And spread the knowns a lone. His power and gaace Are still the Thy mer-ey, Lord, Shall still en - dure, And ev - er sure A - bides . thy word same: And let his name Have end - less praise. . . . Thy mer-cy, Lord, Shall still en And pit-ied the sad state The ruined world was Ånd word. sin, - dure A - bides thy







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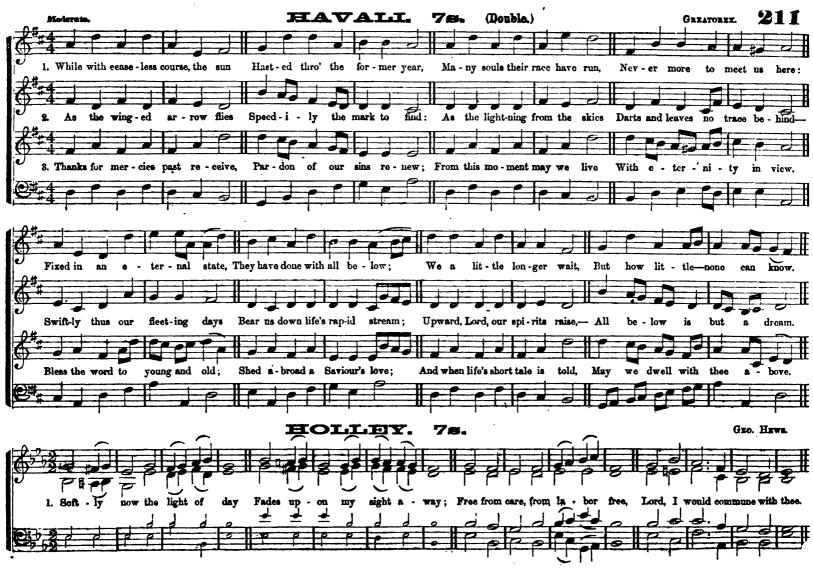








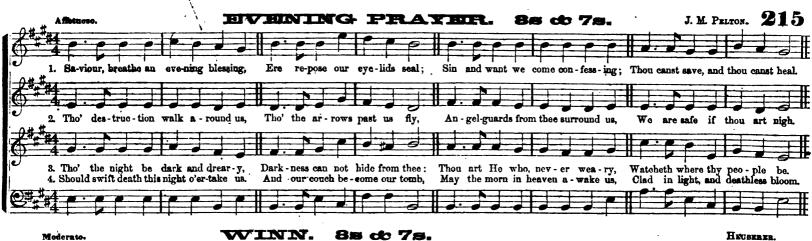


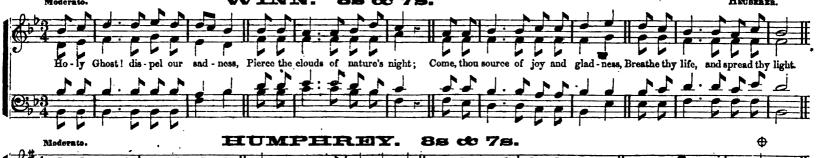


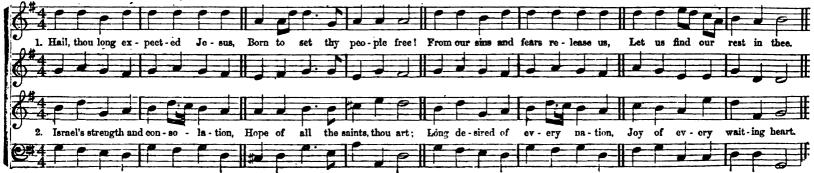


























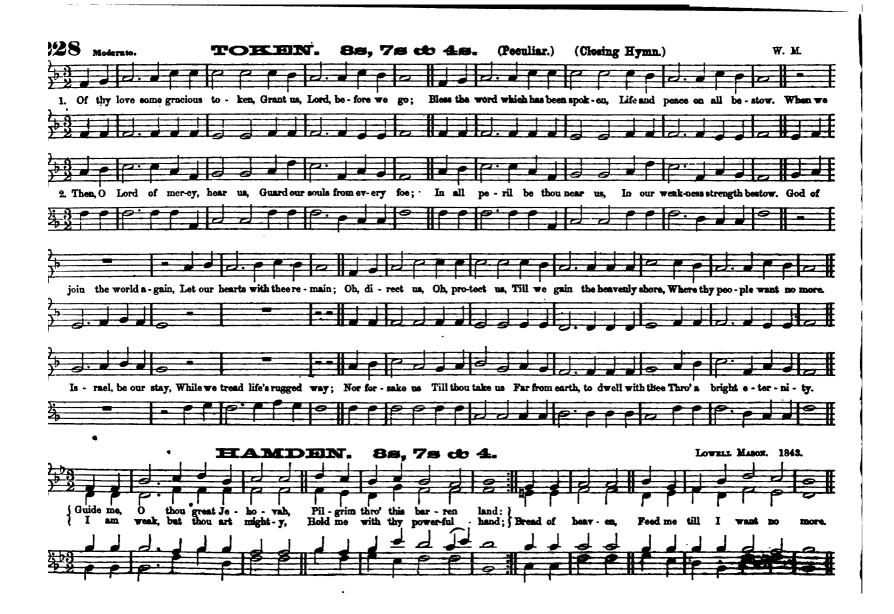








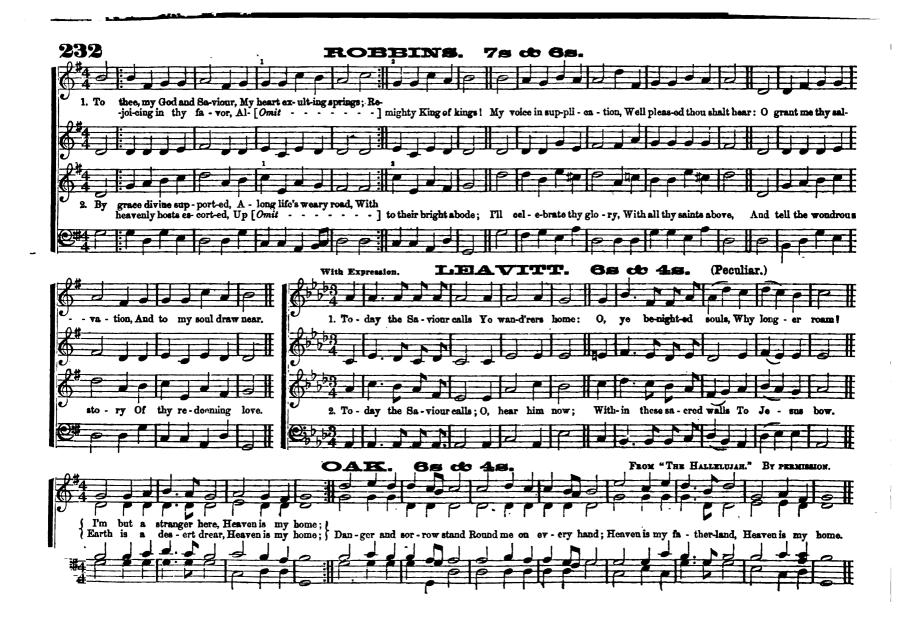






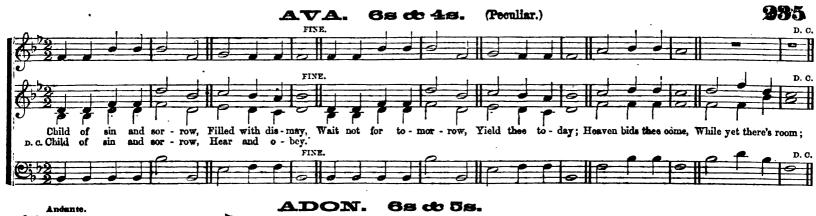










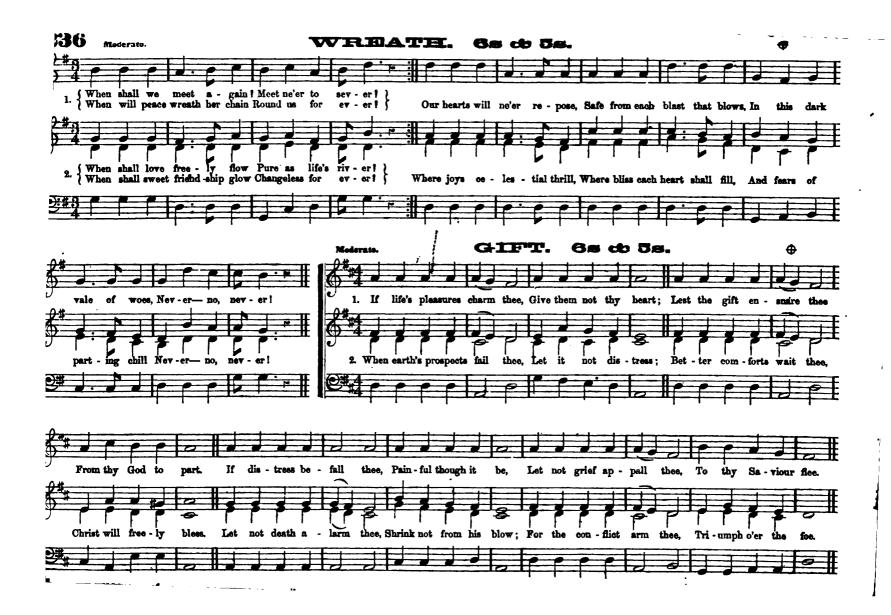


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2. Farewell! and shall we meet In heaven a bove ! And there, in union sweet, Sing of a Savieur's love.

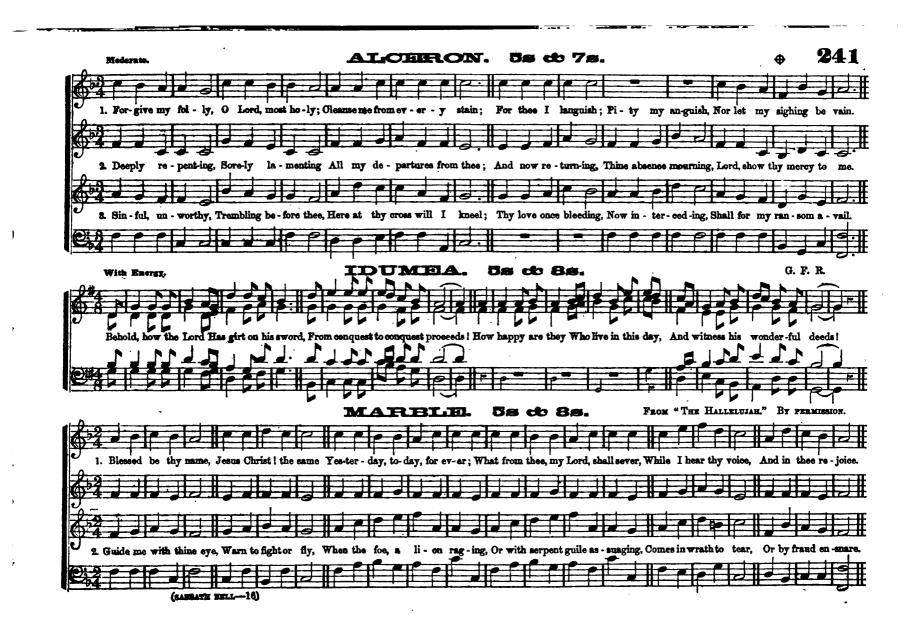
















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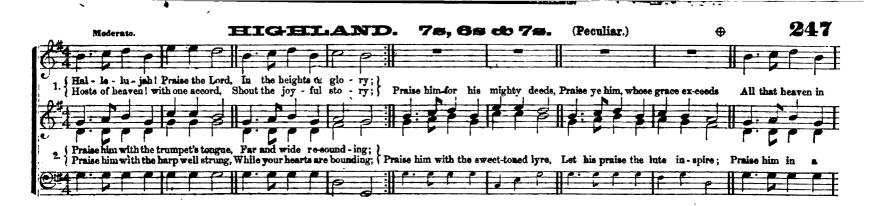
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^{*} The part having the theme should be prominent.











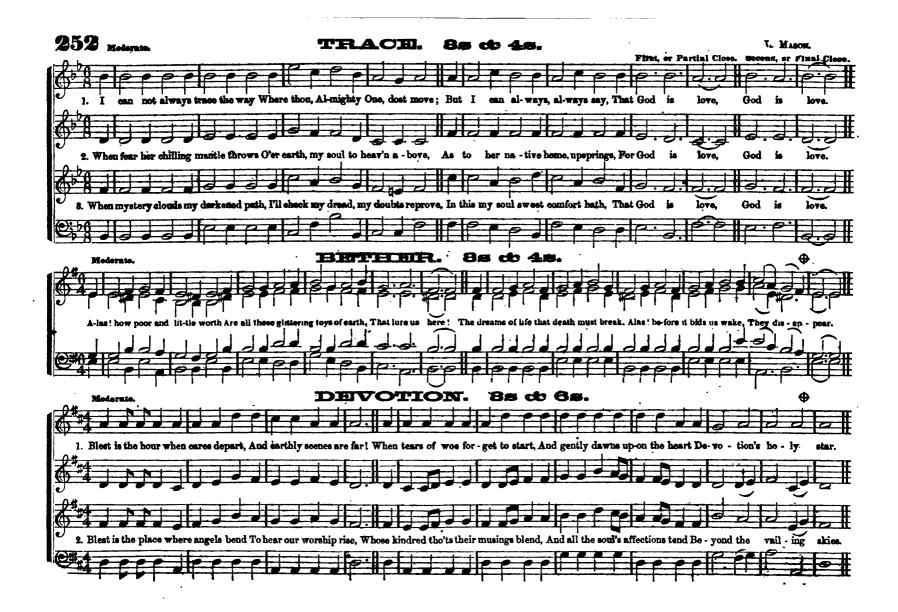




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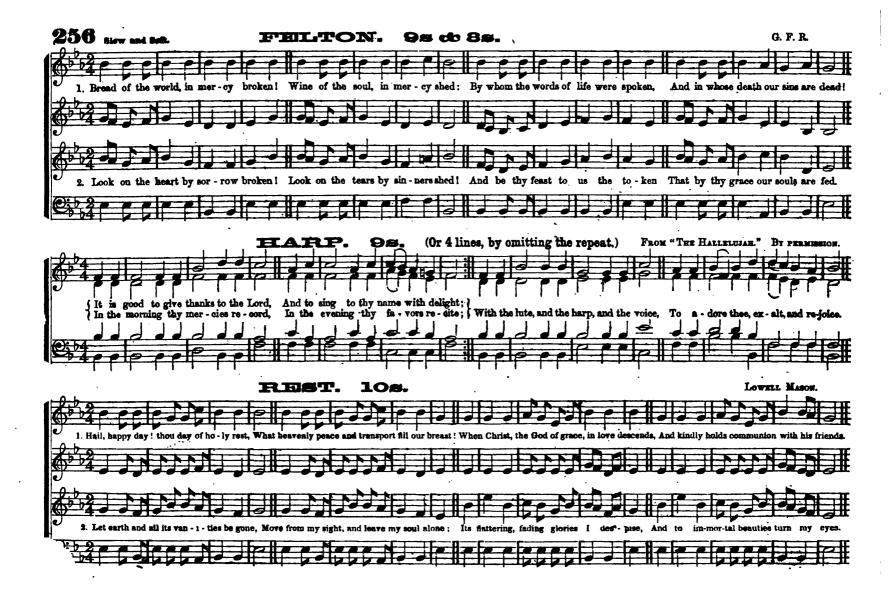












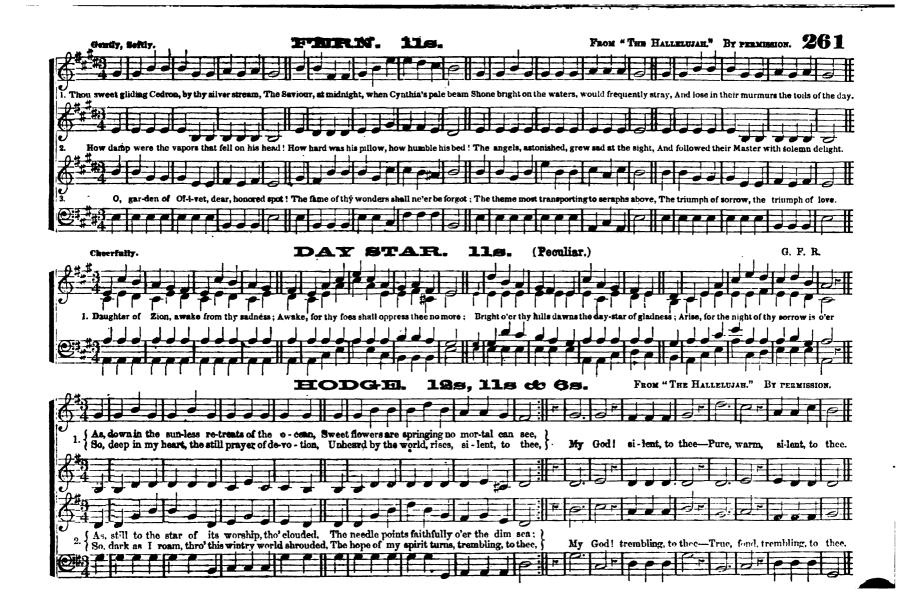




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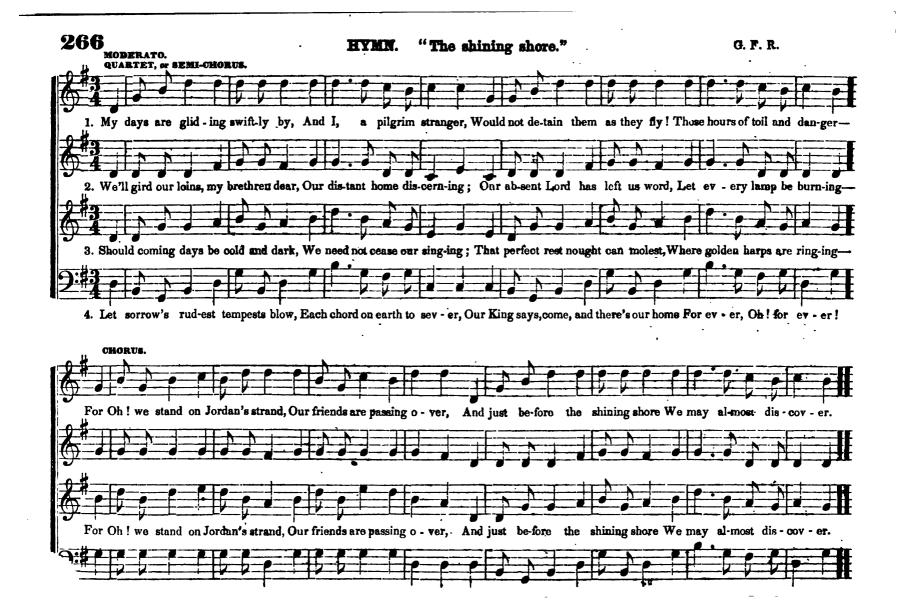






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CERIBAH. O. P. M.		GREENVILLE. 8s & 7s.	J. J. ROUSSBAU.
			Pine. D.C.
TURBMBURG. 7.	GERMAR. SIOILY. 85	8: 76.	
TALIAN HYMN. 66 & 4s.	Giardini.	PLEYEL'S HYMN. 7s.	
OODWIN. 7s & 6s.	Fine. G. J. WE	BB.D.C. S: WILMOT. 83 & 74.	AIT. From C. M. VON WEBER.
╒┊╒┊╒╀┦╞┊╒┊ ╒╢ ┍ ╘┊╒╴			
ORNING. 6s & 5s. Finc.	AMSTERDAM.		
ALSTON. S. P. M.	A.1	WILLIAMS. 1760. MOUNT VERNON. 8	is & 75. L. Bitson.
ARTYN. 7s.	MARSH. SAVANNAH.	10s.	From PLEYEL.
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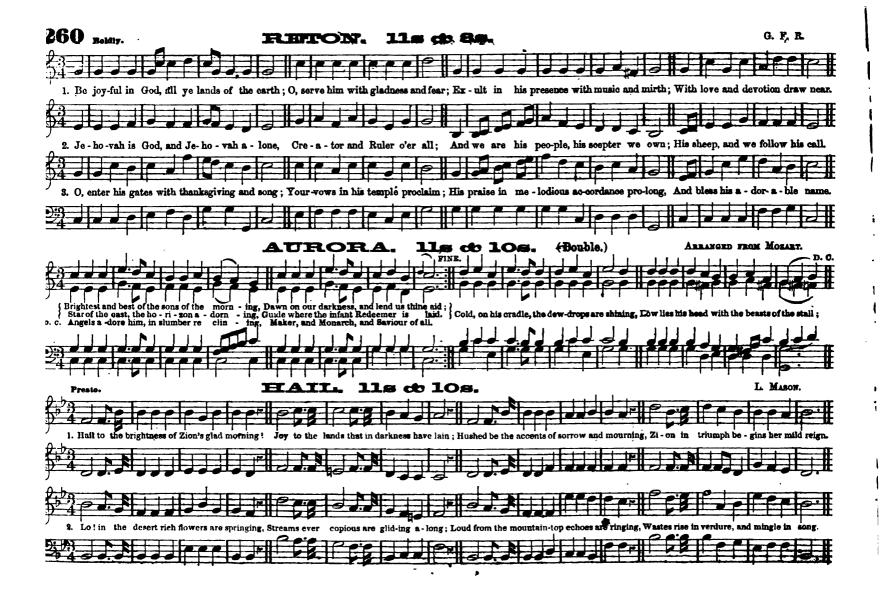














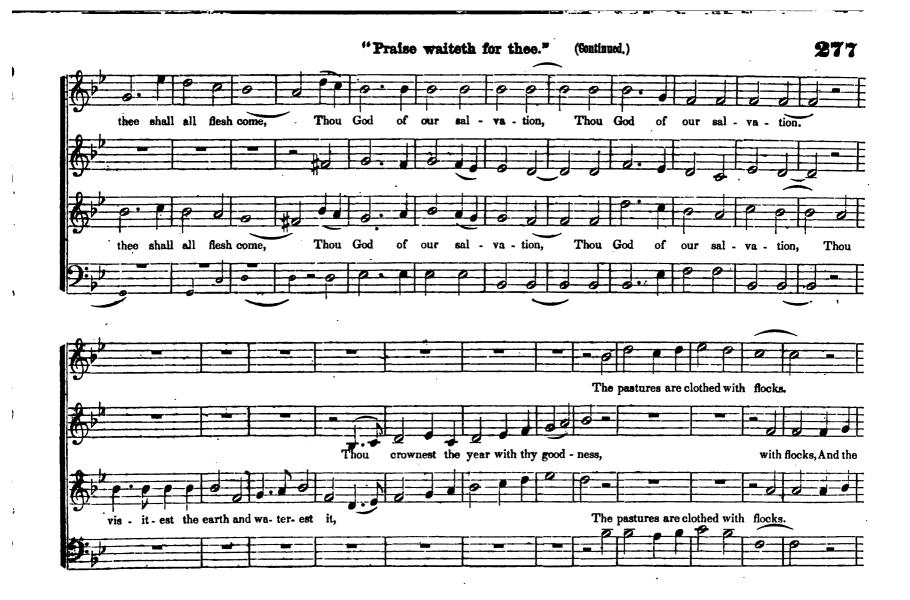














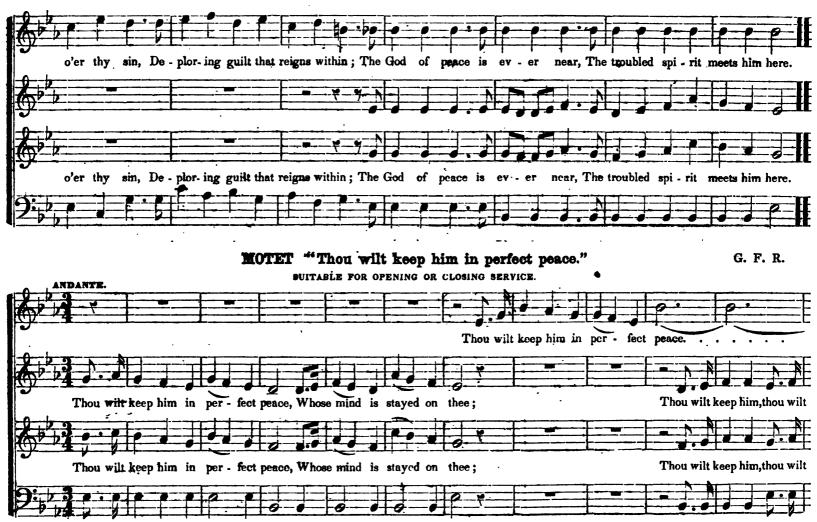




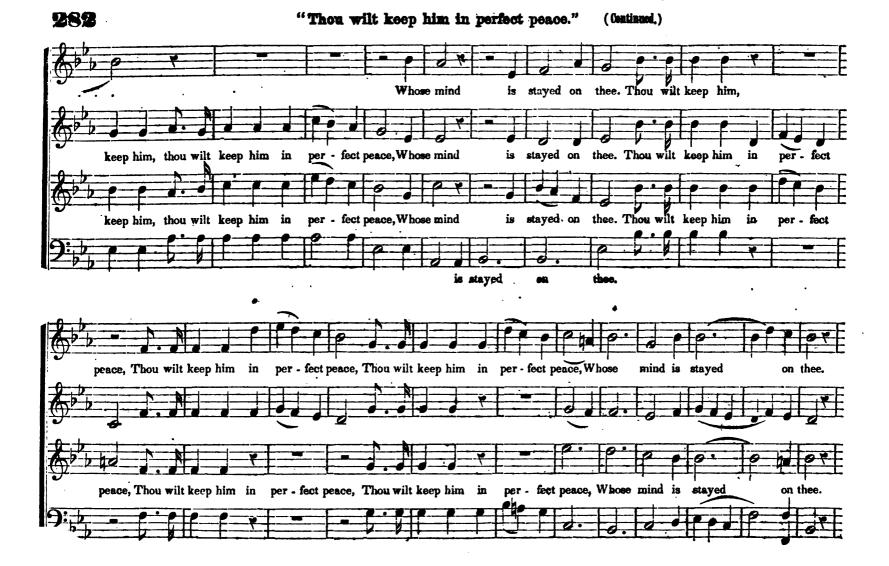
"Be still! be still!" (Centiand.)

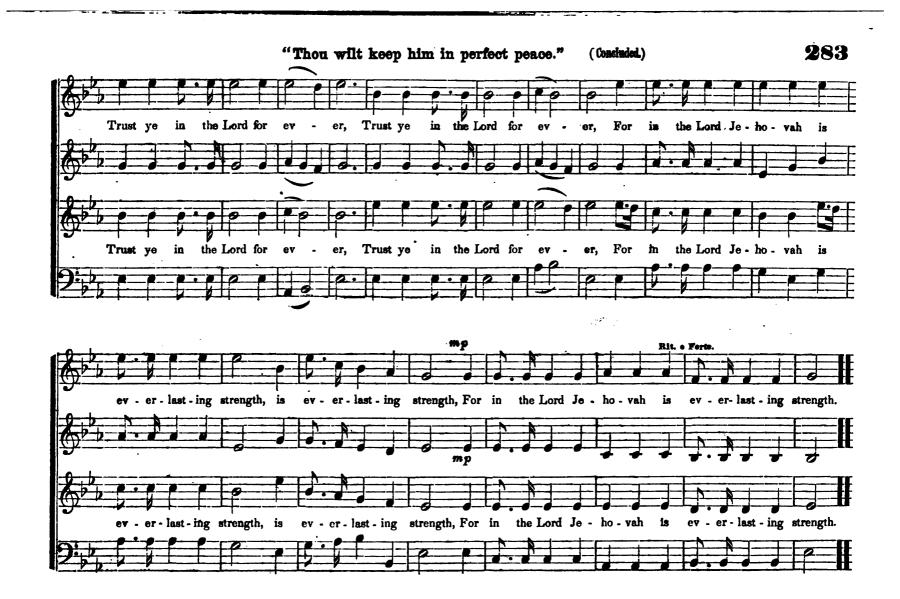
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"Be still! he still!" (Dueluid.)



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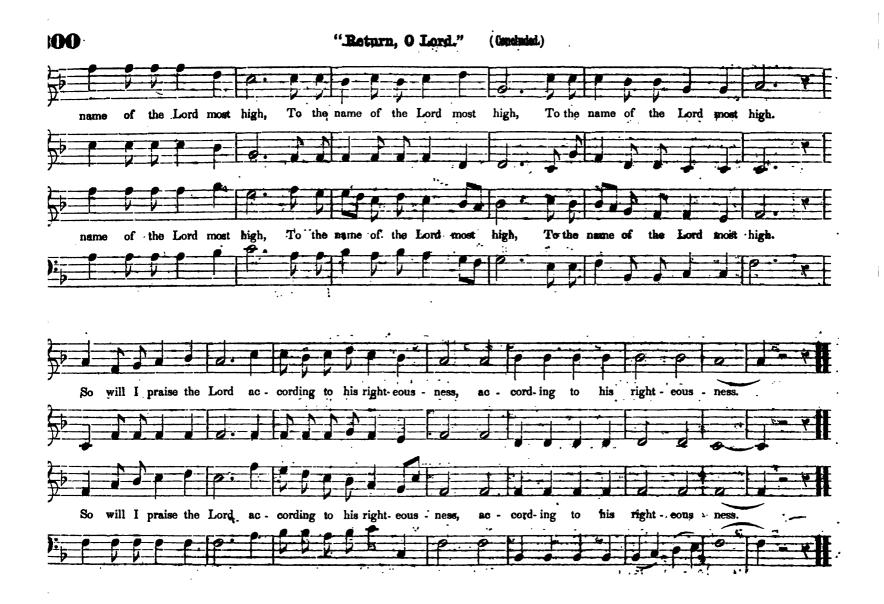
The second second

MAY BE SUNG, UNDER CERTAIN CIRCUMSTANCES, DURING PUBLIC WORSHIP. LABGHETTO. Re-turn, O Lord, 'de - liv - er my soul, 0 O Lord, - er my Re - turn, de - liv soul, -Return, O Lord, O save me, O save me for thy mer - cy's sake, de • liv • er my .soul, . • Thy sake. - cy's sake, 0 save me for thy mer - cy's sake. save me for thy mer cy's sake, O save me for thy mer cy's save me, 0 save me, 0 sake, O save me for thy mer cy's sake. Thy mer cy's

MOTET. "Return, O Lord."

G. F. R.









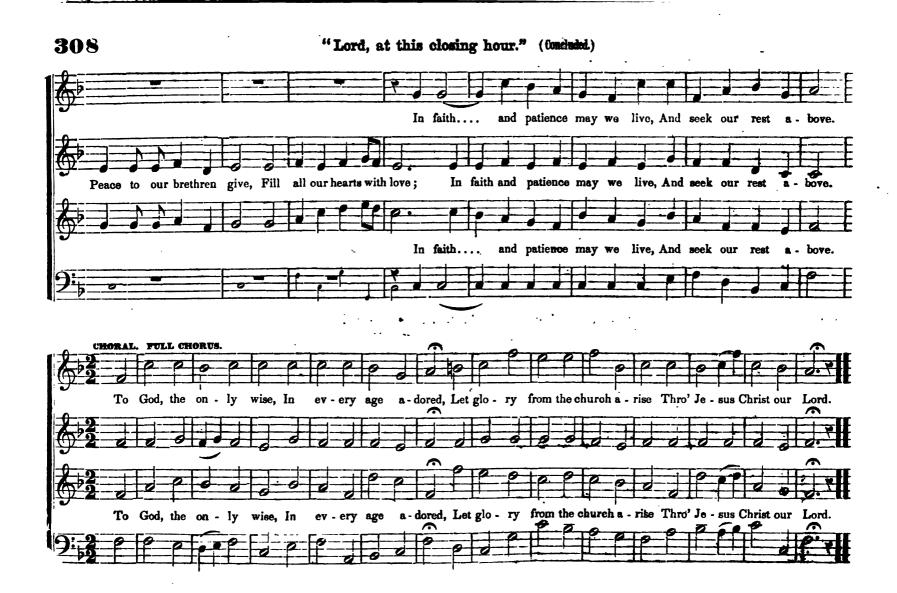












CHANTS AND MUSIC

FOR THE USE OF

THE PROTESTANT EPISCOPAL CHURCH.

CHOIRS differ so much in their division of words in chanting, that it is thought best to make no division in the words here. If necessary, it will be easy for the chorister or singer to indicate with a pencil, or otherwise, the division he wishes to make.







CHANTS AND MUSIC FOR THE USE OF THE PROTESTANT EPISCOPAL CHURCH.

- 5. Holy, Holy, Holy, Lord God of Sabaoth :
- 6. Heaven and Earth are full Of the Majesty of thy Glory.
- 7. The glorious company of the Apostles praise thee. The goodly fellowship of the Prophets praise thee.
- 8. The noble army of Martyrs praise thee. The holy Church throughout all the world doth asknowledge thee,
- The Father, of an infinite Majesty;
- Thine adorable, true, and only Son;
- 10, Also the Holy Ghost, The Comforter.
- 11. Thou art the King of Glory, O Christ, Thou art the ever mating Son of the Father.
- 12. When thou tookest upon these to deliver man, Thou didst humble thyself to be born of a Virgin.
- 13. When thou hadst overcome the sharpness of death, Thou didst open the Kingdom of Heaven to all believers.
- 14. Thou sittest at the right hand of God, in the Glory of the Father.
 - We believe that thou shalt come to be our Judge.
- 15. We therefore pray thee, help thy servants, Whom thou hast redeemed with thy precious blood.
- 16. Make them to be numbered with thy Saints, In glory everlasting.
- 17. O Lord, save thy people, and bless thine heritage,
- 18. Govern them, and lift them up forever.
- And we wership thy Name, ever, World without and. 20, Vouchsafe, O Lord, to keep us this day without sin ;
 - O Lord, have mercy upon us, have mercy upon us.
- 21. O Lord, let thy mercy be upon us, As our trust is in thee.
- Let me never be confounded.

Gloria Patri.

- Glory be to the Father, and to the Son. And to the Holy Ghost;
- As it was in the beginning, is now, and ever shall be, World without and. Amen.

- 19. Day by day we magnify thee;
 - - 22. O Lord, in thee have I trusted,



CHANTS AND MUSIC FOR THE USE OF THE PROTESTANT EPISCOPAL CHURCH.

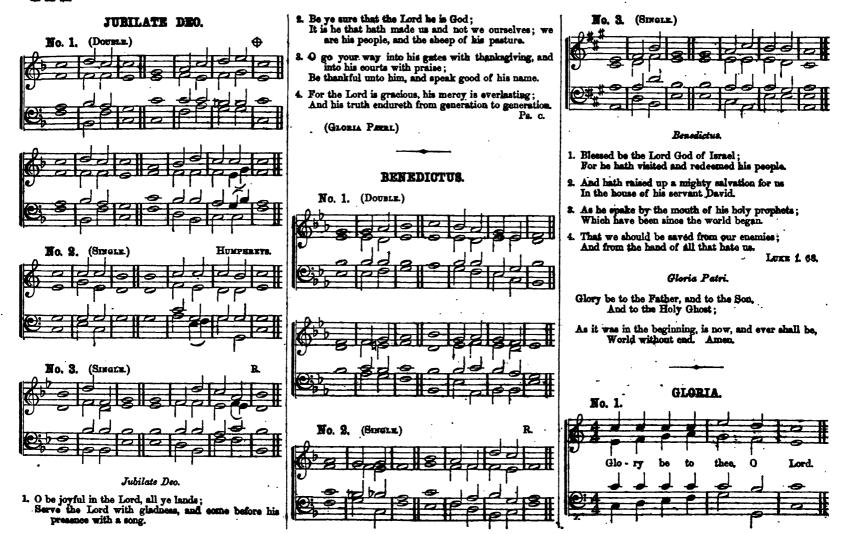


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TE DEUM LAUDAMUS. (Continued.)



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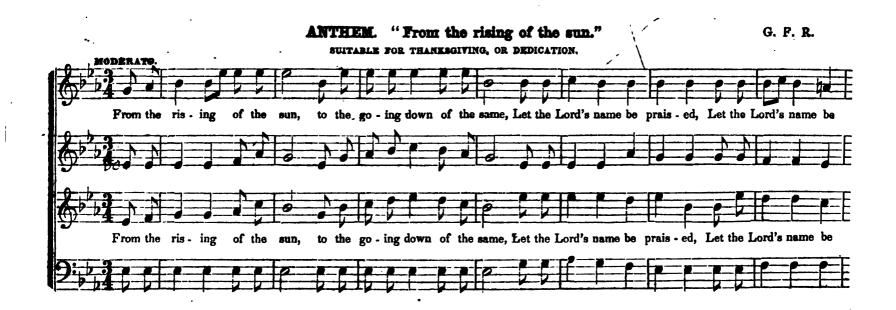




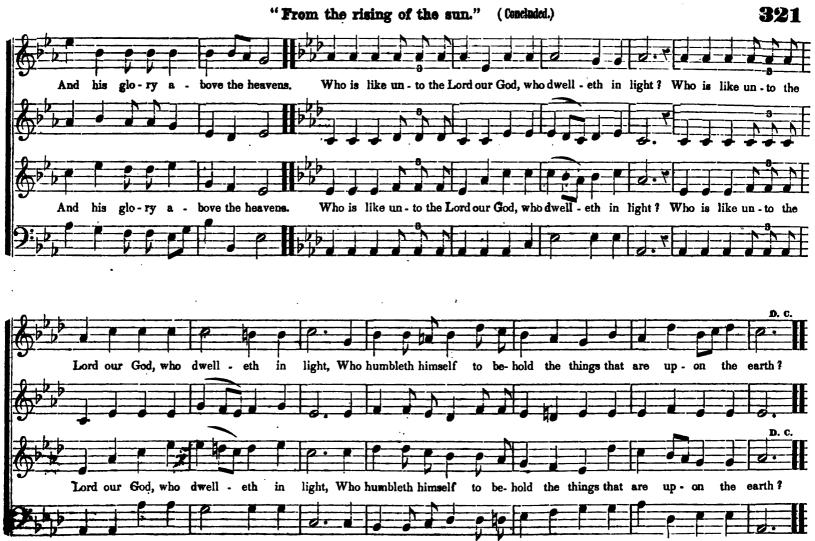
PART THIRD.

OCCASIONAL AND CONCERT MUSIC.

INCLUDING MUSIC FOR THANKSGIVING, CHRISTMAS, INSTALLATION, DEDICATION, FUNERAL, MISSIONARY, TEMPERANCE, PATRIOTIC, AND VARIOUS OTHER EXTRAORDINARY OCCASIONS; ALSO FOR THE CONCERT ROOM AND THE HOME CIRCLE.







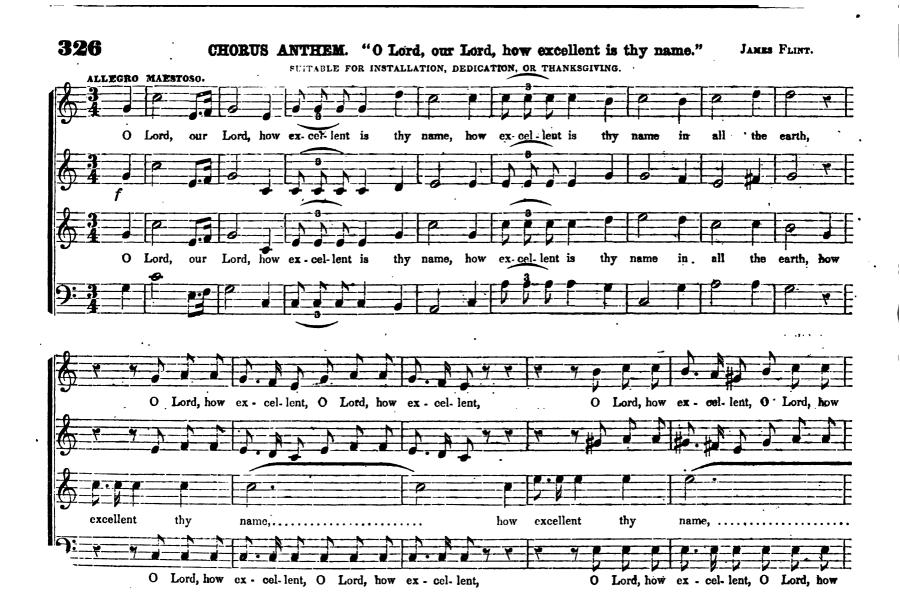
(SANGATE MELL-21)

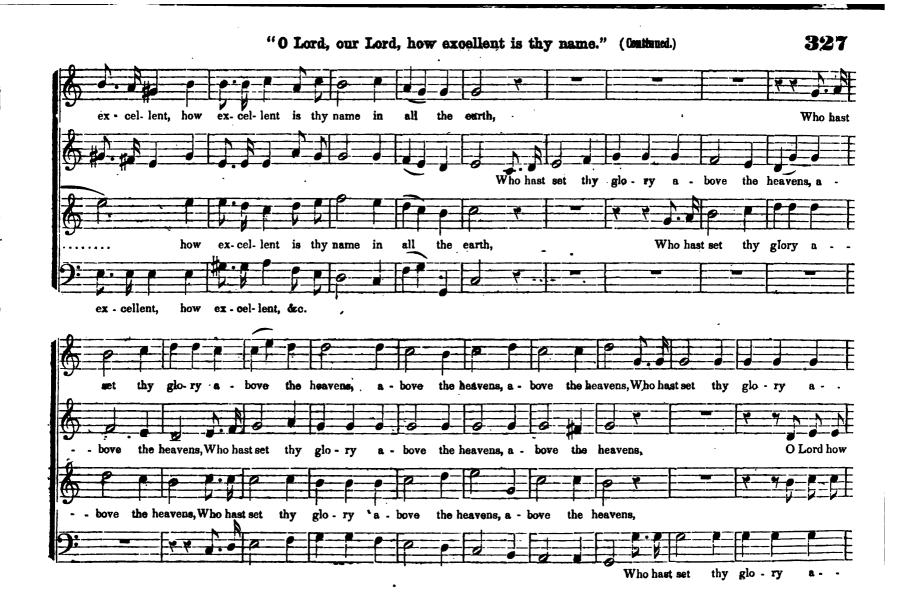












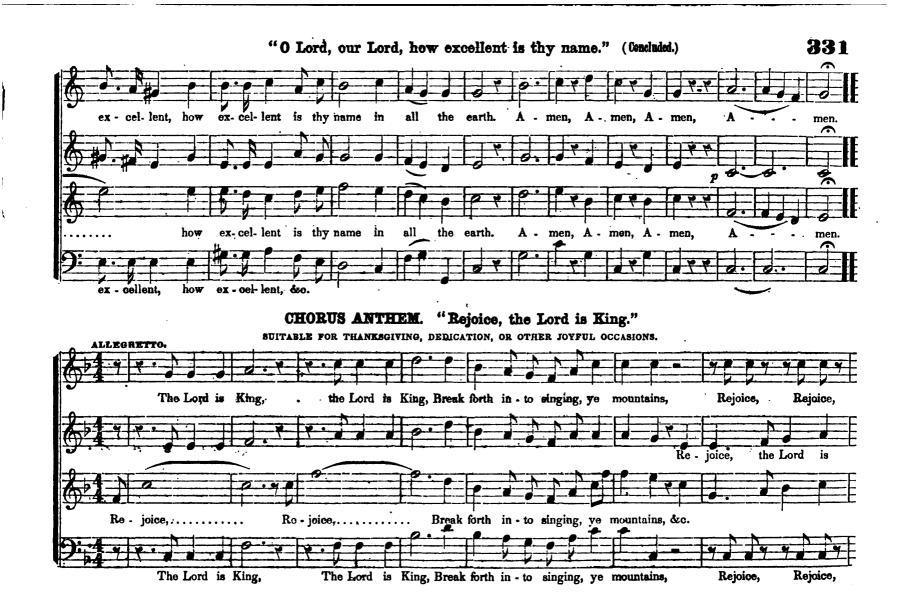






[&]quot;O Lord, our Lord, how excellent is thy name." (Quitined)







"Rejoice, the Lord is King." (Centimeri.)









"Walk about Zion." (Concluded.)





"O praise the Lord." (Continued.)









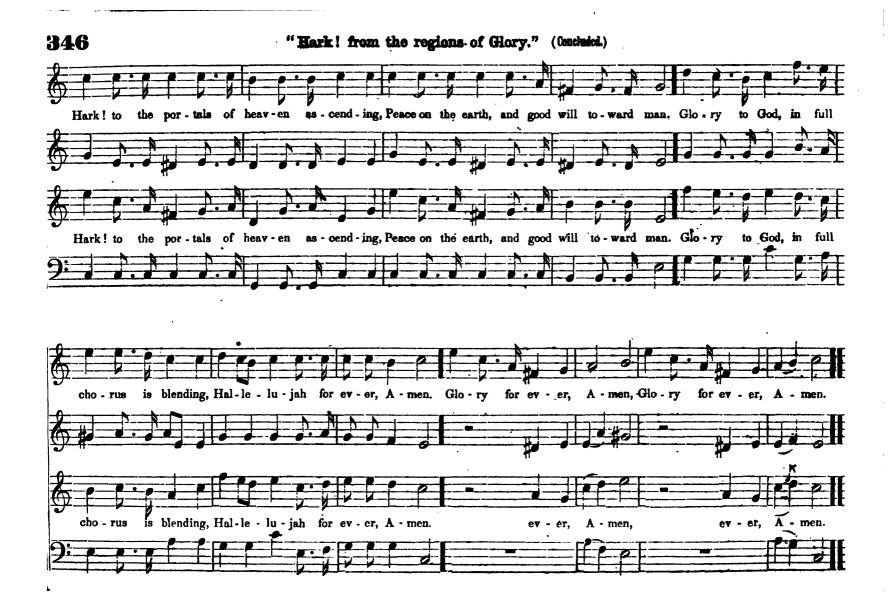




"Hark! from the regions of Glory." (Centinued)



3.1.0





peo - plo all be free ; Haste the day's glorious dawning, When wrong and strife shall cease, And ransomed millions echo The angel's song of peace

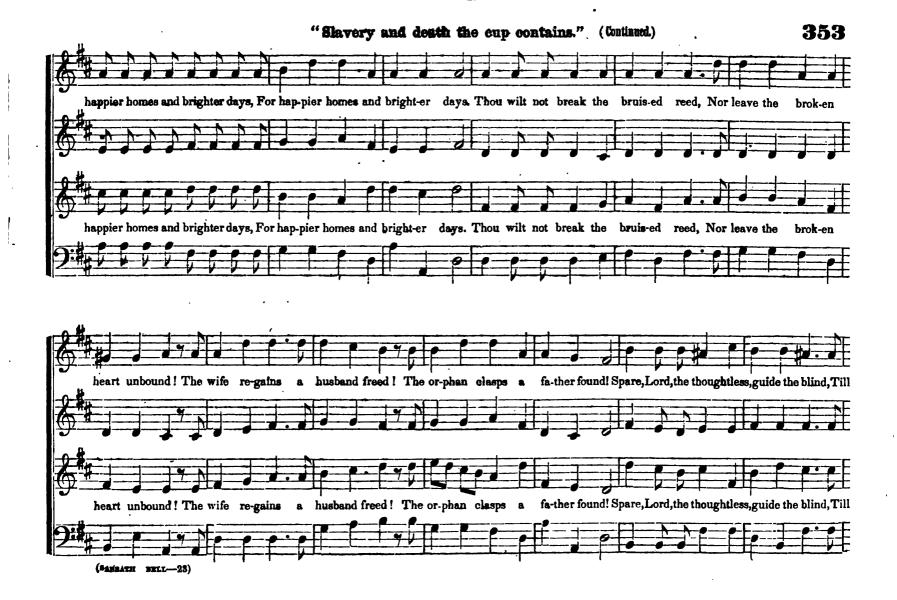






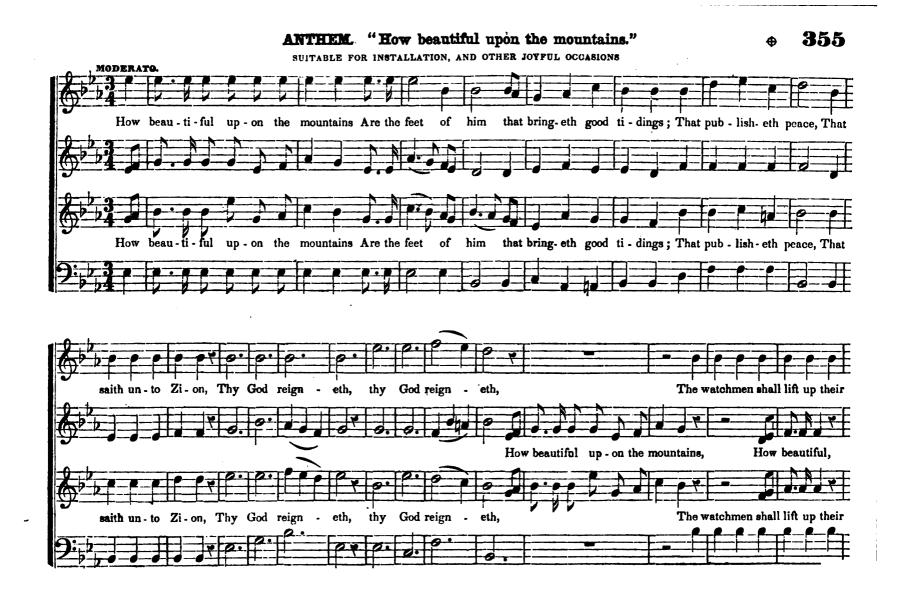




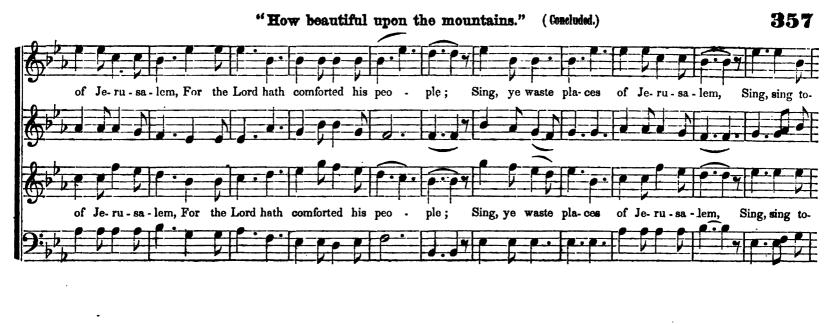




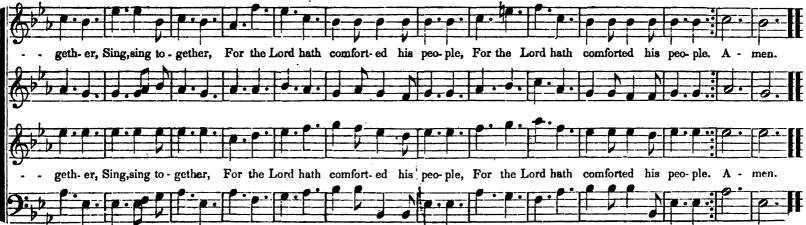
4. Still give us grace, Al - might - y King ! Un-wavering at our posts to stand Till grateful at thy shrine we bring The tribute of a ransomed land.







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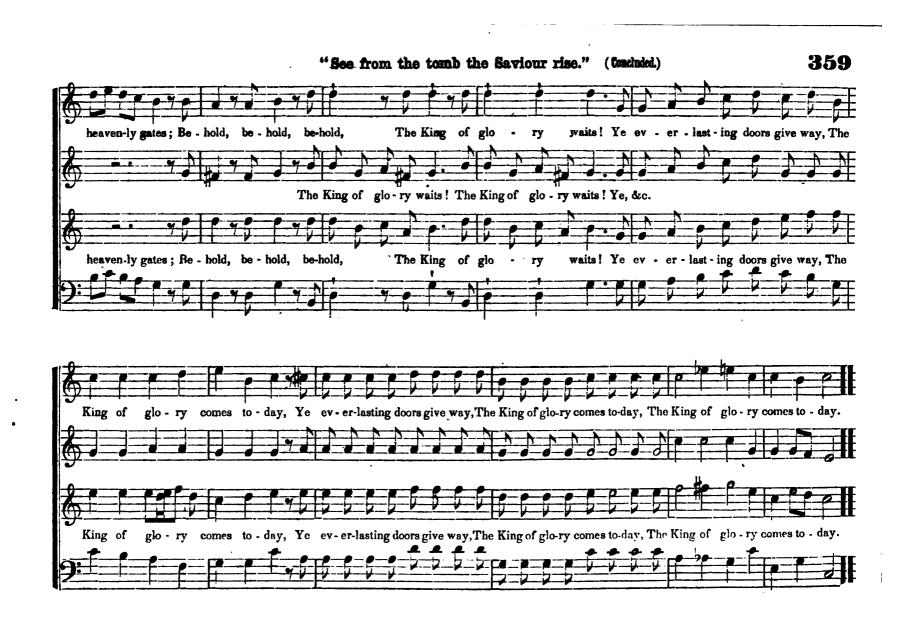
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ANTHEM. "See from the tomb the Saviour rise."









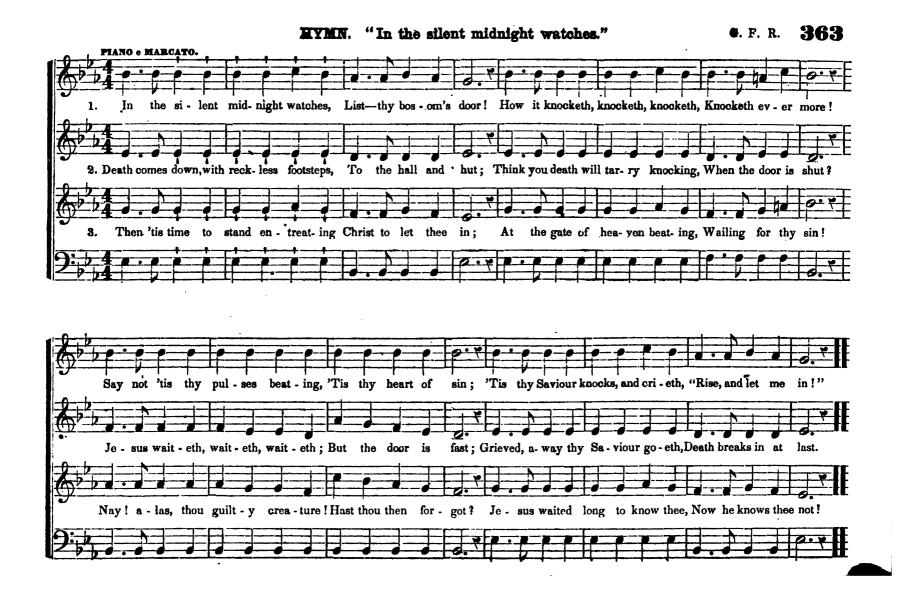






 Loved one, rest! No pain distressing Shall thy slumbers break; Neither care nor fear oppressing Rudely bid thee wake; Nor shall sorrow, though high swelling, E'er invade thy peaceful dwelling.
 Though the earth seem and dreary, All its joys prove vain; Though its pleasures e'en do weary,

Bringing only pain : Yet we waiting here will ever Hope to meet thee, ne'er to sever.

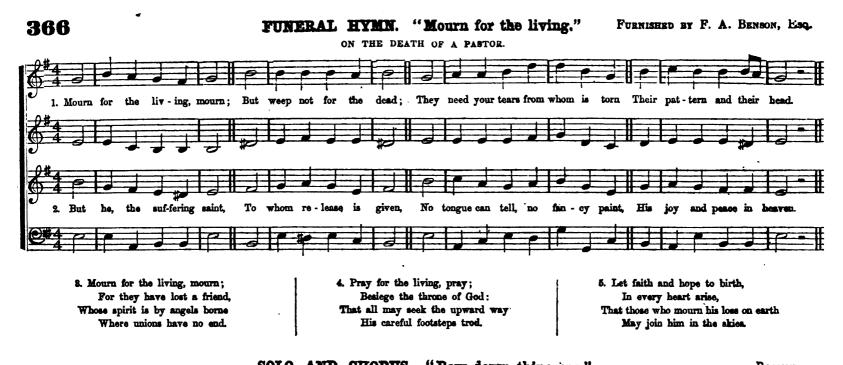


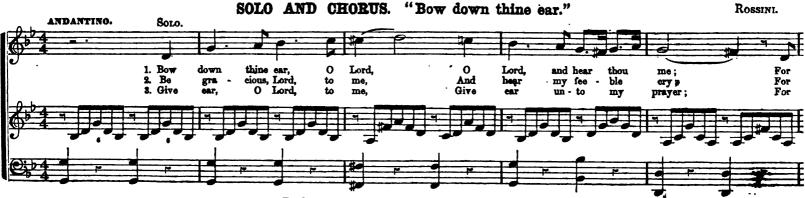


THE MISSIONARY'S CALL.

Edward Howe, Jr. 365







The Solo may be sung by a lady or gentleman, or alternately.

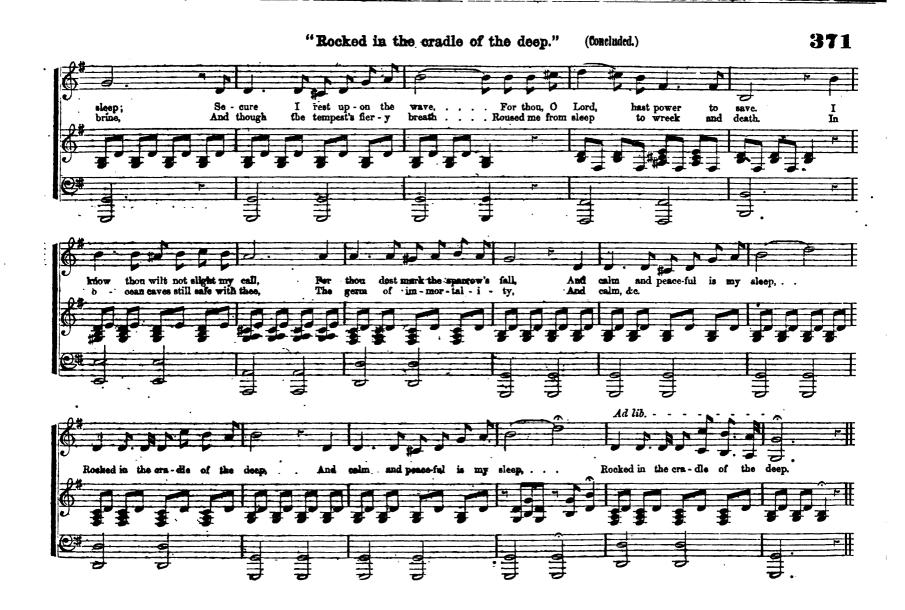


- Let the socompaniment begin in the repeat when the chorus sing their last chord.





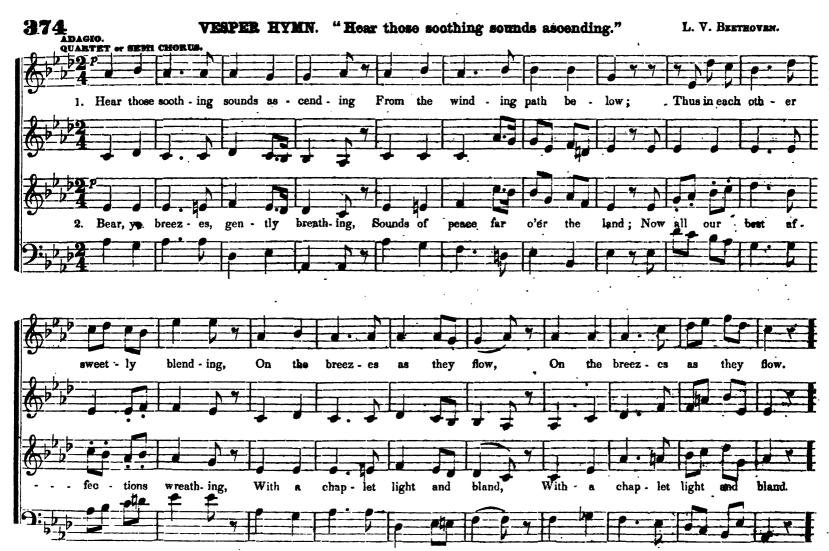




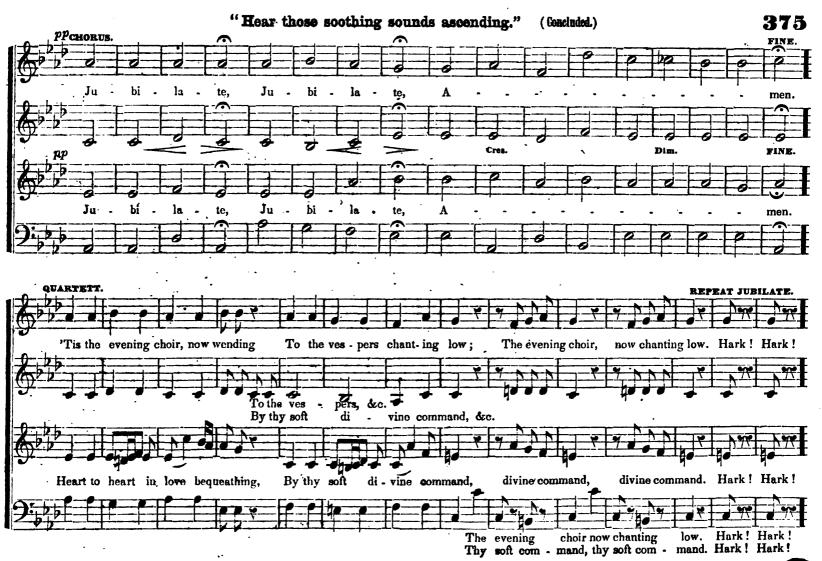


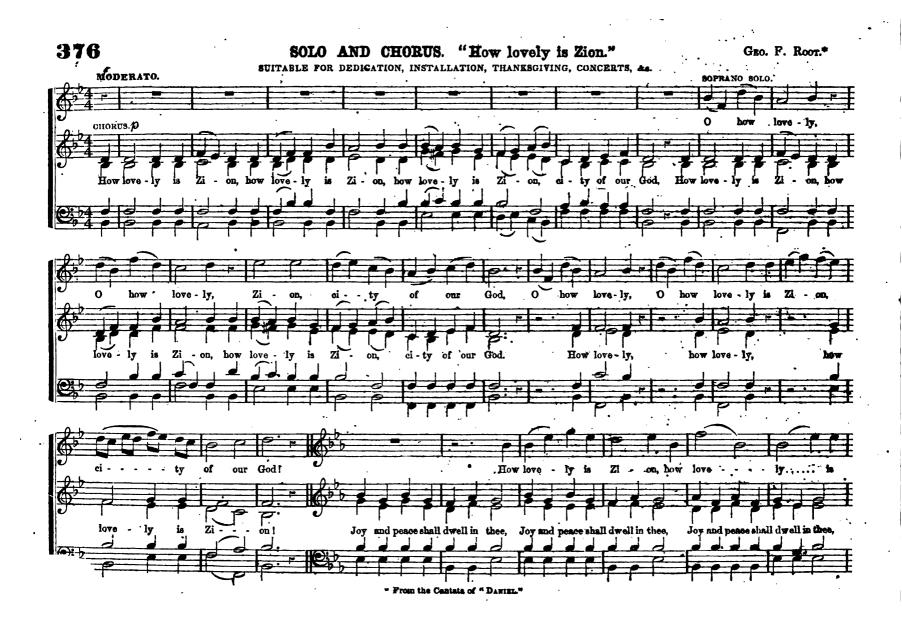


* By normission of OLIVER DITSON. Rev.



ow movement in this piece may be made to represent a distant choir by singing it very sofily, and the effect will be hightened, if, at each repetition, it be sung more sofily ; and the last time |, with the mouths closed. The larger the choir the finer the effect.







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- Blessed is the man That walketh not in the counsel of the ungodly, Nor standeth in the way of sinners, Nor sitteth in the | seat. of the | scornful;
- 2. But his delight is in the law of the Lord, And in his law doth he | medi-tate | day and] night.
- And he shall be like a tree Planted by the rivers of water, That bringeth forth his | fruit. in his | season.
- 4. His leaf also shall not wither; And whatso- | ever. he | doeth. shall | prosper.
- 5. The ungodly are not so; But are like the chaff which the wind | driveth..a-| way.
- 6. Therefore the ungodly shall not stand in the judgment, Nor sinners in the congre- | ga-tion | of the | righteous.
- 7. For the Lord knoweth the way of the righteous, But the way of the un- | godly..shall | periab.
- 8. The Lord knoweth the way of the righteous, Bút the | way..of th'un- | godly..shall | perish.



CHANTS.

PSALM CXXVIIL

- 1. Blessed is every one that feareth the Lord; That walketh | in his | ways.
- 2. For thou shalt eat the labor of thine hands: Happy shalt thou be, and it | shall be | well with | thee.
- 3. The wife shall be as a fruitful vine by the [side of. . thy | house:
- 4. Thy children like olive-plants, | round a- | bout thy | table.
- 5. Behold, that thus shall the man be bleased That | feareth. the | Lord.
- 6. Thus shall the map be | blessed..that | feareth. he | Lord.
- 7. The Lord shall bless thee out of Zion: And thou shalt see the good of Jerusalem al the | days. of thy | life.
- 8. Yca, thou shalt see thy children's children, And | posses up- | on- | Israsl.

No. 3.

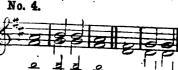


PSALM CXXX.

- 1, Out of the depths have I cried unto | thep | Lord.
- 2. Lord, hear my voice; Let thine ears be attentive to the | v of ...my | suppli- | cations.
- 8. If thou, Lord, should mark iniquities, O Lord, | who shall | stand.
- 4. But there is forgiveness with thee, That | thou- | mayest. be | feared.

* From "MASON'S BOOK OF CHAR

- 5. I wait for the Lord, my soul doth wait, And in his | word..do I | hope.
- My soul waiteth for the Lord More than they that watch for the morning, Isay, more than . . they that | watch . . for the | morning
- 7. Let Israel hope in the Lord: For with the Lord there is merey, And with him is ∮ plenteens. .re- | demption
- 8. And he shall redeem Israel From | all- | his in- | iquities.





· PSALM XXIIL

- 1. The Lord is my shepherd; I | shall not | want.
- 2. He maketh me to lie down in green pastures: He leadeth me beside the | still--- | waters.
- He restoreth my soul; he leadeth me In the paths of righteousness for his | name's- | sake,
- 4. Yes, though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me; Thy red and thy | staff they | comfort me.
- 5. They preparest a table before me In the presence of mine enemies: They anointest my head with oil;
 - My | oup. runneth | over.
- 6. Surely goodness and meroy shall follow me All the days of my life; And I shall dwell in the house of the | Lord for | ever.



PSALM XXIV.

CHORUS.

- 1. The earth is the Lord's, and the fullness thereof; The world, and they that | dwell there- | in;
- 2. For he hath founded it upon the seas. And es- | tablished...t up- | on the | floods.

8QLO.

8. Who shall ascend into the hill of the Lord # And who shall stand in his | holy | place #

CHORUS.

- 4. He that hath clean hands, and a pure heart; Who hath not lifted up his soul unto vanity, Nor | sworn | de- -- | ceitfully.
- 5. He shall receive the blessing from the Lord, And righteousness from the God of | his sal- | vation.
- 6. This is the generation of them that seek him, That | seek thy | face, O | Jacob.
- 7. Lift up your heads, O ye gates; And be ye lift up, ye everlasting doors; And the King of Glory | shall come | in.
- Solo. Who is this King of Glory ! Chorus. The | Lord, strong and mighty; The | Lord... | mighty..in | battle.
- 9. Lift up your heads, O ye gates; Even lift them up, ye everlasting doors; And the King of Glory | shall come | in.
- 10, Solo. Who is this King of Glory ? Chorus. The Lord of hosts, | He., is the | King of | Glory.



PSALM CXXIL

- 1. I was glad when they said unto me, Let us go into the | house. of the | Lord.
- Our feet shall stand within thy gates. O Jerusalem, Jerusalem is builded as a city that | is com- | pact to- | gether.
- 3. Whither the tribes go up; the tribes of the Lord, Unto the testimony of Israel,
- To give thanks unto the | name. of the | Lord.
- 4. For there are set thrones of judgment, The | thrones..of the | house of | David.
- 5. Pray for the peace of Jerusalem, They shall | prosper..tkat | love thee.
- 6. Peace be within thy walls; And pros- | peri.ty with- | in thy | palaces.
- 7. For my brothren and companions' sakes, I will now say, | Peace. . be with- | in thes.
- 8. Because of the house of the Lord our God, I will | seek, will | seek thy | good.





SEARCHING AFTER GOD.

- Thou Maker of my vital frame, Unveil thy face, pro- | nounce thy | name; Shine to my sight, and let the ear Which thou hast | form'd, thy | language | hear; Divide ye clouds, and let me sea The Power that | gives me | leave to | ba.
- 2. Where is thy residence ? Oh ! why Dost thou avoid my | searching | eye; Mysterious being ! Great Unknown, Say, do the | clouds con- | ceal thy | throns ? Or art thou all diffus'd abroad, Through boundless | space, a | present | God?
- Is there not some delightful art
 To feel thy | presence..st my | heart ?
 To hear thy whispers, soft and kind,
 In | holy | silence..of the | mind ? |
 Then rest my thoughts; no longer roam
 In quest of | joy—for | heaven's at | home !

Gloria Patri.

Glory be to the Father, and to the Son, And to the Holy Ghost; As it was in the beginning, is now, and ever shall be, World without end. Amen.

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PSALM CXVIII, 14, 15, 19, 20, 21, 29.

- 1. The Lord is my strength and song, And is become | my sal- | vation.
- 2. The voice of rejoising and salvation Is in the tabernacles of the righteous: The right | hand, of the | Lord, doeth | valiantly.
- Open to me the gates of righteousness: I will go into them, and I will | praise the | Lord;
- 4. This gate of the Lord, Into | which the | righteons..shall | enter.
- 5. I will praise thee; for thou hast heard me, And art become | my sal- | vation.
- 6. O give thanks unto the Lord, for he is good; For his | mer..ey un- | dureth..for | ever.

Gloria Patri.

- Glory be to the Father, and to the Son, And to the Holy Ghost;
- As it was in the beginning, is now, and ever shall be, World without end. Amen.



CHLANTS. (Concluded)

HUMBLE DEVOTION.

- . From the recesses of a lowly spirit, My humble pray'r ascends—O | Father, | hear it !' Borne on the trembling wings of fear and meekness : For- |give its | weakness.
- 2. I know—I feel how mean, and how unworthy The lowly sacrifice I | pour be- | fore thee: What can I offer thee, O Thou most holy! Bat, | sin and | folly.
- 3. Lord, in thy sight, who ev'ry bosom viewest, Cold in our warmest vows, and | vain our | truest; Thoughts of a hurrying hour—our lips repeat them— Our | hearts for- | get them.
- 4. We see thy hand—it leads us—it supports as: We hear thy voice—it | counsels...and it | courts us; And then we turn away; and still thy kindness For- | gives our | blindness |
- 5. Who can resist thy gentle call, appenling To ev'ry gen'ross thought and | grateful | feeling| Oh! who can hear the accents of thy mercy, And | never | love thee.
- 6, Kind Benefactor | plant within this bosom The | seeds of | holiness, and let them blossom In fragrance, and in beauty bright and vernal, And | spring e | ternal.
- 7. Then place them in those everlasting gardens, Where angels walk, and | seraphs..are the | wardens; Where ev'ry flow'r, brought safe through death's dark portal, Be- | comes im- | mortal. Booring.





STAR OF BETHLEHEM

- When marshaled on the nightly plain, The glittering host be | stud the | sky, One star alone, of all the train, Can fix the | sinner's | wandering | eye. Hark | hark | to God the chorus breaks, From every bost, from | every | gem: But one alone the Saviour speaks,— It is the | Star, the | Star of | Bethlehem !
- Once on the raging seas I rode; The storm will foud, the [night was | dark, The ocean yawn'd, and radely blow'd The wind that | toss'd my | foundering | bark. Deep horror then my vitals froze. Denth-struck, I ceas'd the | tide to | stem; When suddenly a star arose.— It was the | Star, the | Star of | Bethlehem;

It was my guide, my light, my all: It made my dark fore | bodings | cease; And through the storm, and danger's thrall, It | led me..to the | port of | peace. Now safely moor'd, my perils o'er, I'll sing, | first. in night's | diadem, For ever and for evermore, The | Star! the | Star of | Bethlehem ! I'F T

H. K. White

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